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INDIAN COUNCIL OF AGRICULTURAL RESEARCH

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PROCEEDINGS

OF

THE AGRICULTURE EXTENSION CONFERENCE

HELD AT BHOPAL

ON

27-29, APRIL, 1953.

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STATE PRESS, BHOPAL.

Report of the Conference on Training Multipurpose Village Level Workers held at Bhopal 27-29th, April, 1953.

A conference of the Principals of the Agricultural Extension Training Centres was convened by the I. C. A. R. at Bhopal from the 27th to 29th April, 1953 to discuss the training programme for multipurpose Village Level Workers and to exchange and evaluate experiences of the past year in training multipurpose Village Level Workers. The responsibility for the training of Village Level Workers required for the community projects is vested in the Ministry of Food & Agriculture, Government of India and that Ministry has established 34 Extension Training Centres in various States within a year. This was done in close cooperation with the States concerned which were invited to put up proposals on the basis of a model sent out from the Centre, and the basic principle on which they work is that the States are wholly responsible for their proper functioning, the Centre liberally assisting them financially and with such other technical and organisational help as are needed from time to time. The establishment of so many Centres within such a short time has indeed been a proud achievement and one of the main reasons for calling the Conference is the pooling of Experiences gained in different situations in different parts of the country, analysing the various difficulties that had to be faced during and after the process of establishment of these Centres and in general to consider carefully what steps should be taken to ensure that the country gets the best out of these Centres in future. Besides the Principals of the various Centres, the Conference was attended by representatives of the Ministry of food & Agriculture, Government of India, Community Projects Administration, Allahabad Agriculture Institute, Naini, U. S. Technical Cooperation Administration and the Ford Foundation. A copy of the agenda of the Conference and a list of the participants is appended (Annex I & II).

The Conference was inaugurated by Shri Bhagwan Sahay, Chief Commissioner, Bhopal. A copy of his address is appended (Annex III). Shri S. K. Dey, Administrator Community Projects gave a very useful talk on Community Projects & National Extension Service. Dr. D. Ensminger, Representative of the Ford Foundation also gave a talk on certain important aspects of Extension Training. A copy of his talk is appended (Annex IV). Shri S. C. Roy, Agricultural Commissioner explained important points relating to the training of multipurpose Village Level Workers for the Community Projects and National extension Service (Annex V).

To facilitate discussion of the various items of the agenda, the Conference was split into 7 discussion groups. These groups discussed the various items on the afternoon of the 27th and 28th April, 1953 and gave their independent set of recommendations on all the items of the agenda. The intention in devising this method of conducting the business was to allow every individual Principal the maximum scope, within the time available, to contribute materially in the light of his personally handling a Centre in the particular situation of his State, to the deliberations of the Conference. These seven sets of recommendations were finally considered by the Conference on the 29th April, 1953 when the following unanimous recommendations were made:—

RECOMMENDATIONS

I. Selection of Trainees.

1. Qualifications:—

The candidates should possess the following qualifications.

(i) At least Matric or Diploma holders from Agricultural Schools.

(ii) Agricultural Graduates if available to be preferred.

(iii) Rural background; candidates coming from rural areas to be definitely preferred.

(iv) Certificate of physical fitness.

(v) Age between 20–35 years. In recommending the above qualifications the Conference was guided by the knowledge that a permanent National Extension Service would soon be formed and in this the Multipurpose Village Level Workers would be the ultimate Extension agents. Therefore in a permanent cadre, the future promotions of Village Level Workers to higher positions would not be practicable unless certain minimum basic Educational qualifications were firmly set. It was, however, agreed that this condition will have to be waived in certain peculiar situations of Centres in backward areas (Tribal regions of Assam, Madhya Pradesh etc.) and in the case of Women Village Level Workers.

2. Standardization of aptitude tests:—

Time taken in selection of Trainees.

Aptitude tests should be standardised by the Government of India. The tests would be common to all training Centres and should include manual labour in the field. The time taken for selection of trainees should not be more than 4 days. The basis of selection should be (a) physical

fitness of the candidate and his capacity to do things with his own hands before preaching these to others and (b) the extent to which he is animated by a spirit of Service to the people.

3. Inclusion of the Principal on the Selection Committee.

There should be a Selection Committee of which, the Principal of the Training Centre concerned must be a member.

II. SYLLABUS OF TRAINING CENTRE.

(i) Curriculum Organisation.

The Indian Council of Agricultural Research in consultation with the Principals of the Extension Training Centres should give attention to developing uniform points for inclusion in a syllabus without standardizing or making for a rigid syllabus to be uniformally followed in all Centres.

(ii) Uniformity or other-wise of syllabus.

The basic content of the course should be the same for all Centres with sufficient flexibility for minor changes to suit local conditions.

(iii) Balancing training programme between village works experience and lectures.

Roughly one-third of the time should be devoted to class room instructions and lectures and the remaining two-third to practicals, village work and group discussions. The morning should invariably be spent in the villages or on the farm and the afternoons devoted to lectures.

(iv) Teaching a minimum number of skills.

This should be left for individual training centres to decide in view of different conditions prevailing in different localities. Thus a State like Himachal Pradesh will deal with 'Skills' connected with horticulture, potato raising and Bee-keeping while in Travancore-Cochin the training Centre should deal 'Skills' in fishery development, growing in crops like Pepper and so on.

By the term 'Skills' is meant practical operation of items of work which a farmer has to do in his every day duties. Examples of 'Skills' are:-

(a) Milking or the proper feeding of stock.

(b) Raising vegetable seedlings.

(c) Budding, grafting and like operations in horticulture.

(d) Lifting potatoes

(e) Inoculating animals against diseases.

(f) Spraying for particular plant diseases and so on. Apart from the technical training which the trainees will receive in agriculture, animal husbandry, etc., training in two to three crafts may also be given if time permits The Centre should undertake the preparation of illustrated pamphlets for the various skills taught in the Centres.

(v) Duration of course:

For candidates possessing a Diploma or the requisite basic training in agriculture the duration of the course may be six months. Extension orientation as at present.

The Planning Commission in consultation with the Ministry of Food and Agriculture is, however, actively considering the question of the training of future Village Level Workers required for the permanent National Extension Service. The view is that in such a long term plan of Extension work the pre-requisite for the 6 months Extension Orientation should be that each trainee must have undergone 1 year course in basic agriculture and allied subjects. In other words the course for future trainees should be one of 18 months *i. e.* 12 months in an agricultural school followed by 6 months Extension Orientation. The recent Conference of Development Commissioners had also agreed to this kind of course in future. The conference strongly supported this view and recommended that

(a) Extension training on the 6 months basis as at present may continue but

(b) Steps may be taken to simultaneously add on to the existing syllabus further items to make the training a complete 18 months course with 1 year's basic training in agriculture animal husbandry cooperation etc.

In other words the existing 34 centres should gradually get added to them a school and ultimately each should develop into a basic agricultural-cum-Extension Training Centre.

(c) The existing courses for primary and secondary education should be suitably modified to give greater stress to agriculture and allied subjects and the present Educational System in the Schools should be attuned to the objective for which Village Level Workers are trained *viz.* welfare work in villages The conference strongly felt that in this way the best V. L. Ws. of future would be produced and after the requirement of the Community Projects and the National Extension Service have been met the surplus can be incorporated as Village Teachers.

(iv) Village problems as a basis for syllabus and curriculum development.

Village problems owing to their diversity cannot be made basis for uniform syllabus which should, however, be suitably adjusted in view of the village conditions in the Training Centre area. The training in subject-matter and field work should always be imparted with an eye to village problems and their practical solution.

III. EQUIPMENT OF TRAINING CENTRES.

(i) A library with a minimum number of suitable books.

A library is considered indispensable for each Training Centre. A list of books essential for the training Centres should be drawn up by the Government of India and arrangements made for the supply of a suitable number of books immediately to each Centre. Besides these the library should get regularly half a dozen magazines and two or three news-papers.

(ii) Items of audio-visual equipment.

Each Training Centre should have :

1. Film Projector and screen.
2. Radio set and Gramophone.
3. Generator.
4. Camera.
5. Photo developing equipment.
6. Projection lamp.
7. Flannel graph equipment.
8. Folding blackboards.
9. Posters, Charts, Models etc.
10. Seeds and fertilizers for display.
11. Duplicator.
12. Loud Speaker and amplifier.

(iii) General establishment of museum.

A museum should be established at each Training Centre displaying models, improved seeds and charts, tools and implements improved as well as those commenly used and correct information material on items recommended to villagers. A start in this direction should be made at each Centre by utilising the space in the walls and the corners of the lecture room.

(iv) Adequate work shop facilities

The Conference felt strongly that a carpenter's shop and a smithy were indispensable to an Extension Training Centre and recommended that suitable workshop facilities should be provided to each Centre for practical training in repairs to farm implements and minor iron and wood constructions.

(v) Usefulness of small demonstration farms attached to each training centre.

Each centre should have a farm of adequate size attached to it for imparting training to the students in practical agriculture. The Conference felt that the provision to each training centre of a farm with adequate irrigation facilities was of paramount importance but it did not like to prescribe any minimum area for such a farm as this might lead to difficulties due to the varying conditions and the varying range of facilities available in the States. It was strongly of the opinion that groups of trainees running such a farm as their own holding and doing all the manual work on the farm themselves would ultimately turn out to be good practical men with plenty of confidence in them to guide farmers properly in adopting better farming methods.

(vi) Bicycles.

Each Training Centre should be provided with adequate number of bicycles to enable each trainee to visit the neighbouring villages as a routine. Only in this manner the Centre could assign village welfare work to groups of trainees.

IV. SPIRITUAL RECREATIONAL AND PHYSICAL DEVELOPMENT ACTIVITIES AT THE TRAINING CENTRE.

(i) Facilities for recreation and cultural development.

Adequate facilities for recreation and cultural development should be provided at each centre. Equipment like tug of war rope, hammer, chest expander, mugdar, shotput, lifting weights, volley ball, foot ball, chess, drafts and carum may be made available. Similarly musical instruments like harmonium, tabla, flute etc. must also be supplied.

(ii) Prayers.

At each Centre the daily routine must begin with a prayer which should be such as will inspire the trainees to dedicate themselves entirely to the Service of the village people and to feel with confidence that theirs is the most honourable and dignified work in the country. The text of the prayer should, however, be decided by each individual training centre as this has to be in the local language or dialect.

(iii) Dramas, Folk Songs, etc.

Folk songs, plays, bhajans etc. have a great importance in the educational programme of extension. Therefore the trainees should be encouraged to make use of them. These activities should relate to village atmosphere and to the benefits of rural development work to the country and its people. Village people should invariably be invited to such programmes and asked to take part in them.

(iv) Participation in well-known fairs and village festivals in the area of the training centre

The staff and the trainees should participate in important fairs and festivals in the area and through such participation put access to farm people better techniques of agriculture, better methods of living and so on

V. DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

(i) An all-India certificate and badge for trained Gram-Sevaks.

Subject to there being an uniform syllabus and the period of training being the same, an all-India Certificate should be granted. The Government of India should also look into the question of a uniform badge for Gram-Sevaks and different types of such badges may be presented for consideration at the next meeting of the Principals. The form of such a certificate may be decided by the Government of India.

(ii) Nature of final tests and intermediate evaluation of work for credit in the final test.

Monthly tests both in theory and practice should be held with a view to evaluate the work of each trainee and a careful record kept, so that at the time of the final examination due credit may be given to the performance of the trainee throughout the course. In the final examination 50% of the marks may be allotted for the periodical tests.

(iii) Follow up of the trainees' future achievements in actual field work in the project areas.

It is extremely important for a training Centre to keep track of its trainees performance in the field work in the project areas after they are assigned to them. In order to effect this the staff of the Training Centres should periodically visit the Project areas and similarly the project Officers should visit the training Centres to discuss problems of mutual interest. The training programme should be modified in the light of defects in the

trainees as pointed out by the Project Officers. Short refresher courses should also be arranged to rectify the defects in the Village Level Worker's working in the project areas.

VI. SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWS LETTER.

(i) **Small cyclostyled Newsletter from the Centre with contributions by farm leaders, staff and students.**

There should be a monthly newsletter in the regional language giving news about the Training Centre's activities, special problems facing the Centre and solutions for them and certain other matters of interest to the persons at the Training Centre and the public in general. Articles may be contributed, by the staff trainees, workers in the project areas and farmers.

(ii) **Circulation of such by each centre to all the others in India.**

(a) Copies of such newsletters need not be exchanged.

(b) On the basis of material furnished by the individual Training Centres the I. C. A R. should publish a quarterly newsletter giving important activities and items of common interest to the various Centres.

(c) Pending the issue of a quarterly newsletter by the I. C. A. R. the Principals of Training Centres should as a rule, send interesting material relating to the work to the Agricultural Extension Commissioner for transmission to the Community Projects Administration and the Publication in the Newsletter issued by them.

VII. SEMINARS FOR STAFF AND TRAINEES TO DISCUSS AND EXCHANGE IDEAS ABOUT TRAINING CENTRE EXPERIENCE AND VILLAGE WORK EXPERIENCE.

Should these seminars be arranged region-wise ?

Region-wise seminars should not be held. State Seminars for the Staff of the Training Centre or Centres and the Project or Projects should be held annually to discuss principal village development problems. Seminars at least once in six months should also be held on an all-India basis and all Principals should participate in these. Initially such seminars may be held once in six months for 2 years and thereafter these should be held annually. Participation by trainees is not considered nacessary as they will have practically nothing to contribute. The Government of India should decide upon the time and place of such seminars. The next seminar should be held either in Mysore or in Travancore-Cochin

VIII. MISCELLANEOUS :

(i) Based upon on an average of 80 trainees per Centre, the Conference felt the following staff should be uniformly provided for all Centres.

(a) Principal in-charge.

(b) Two Agriculturists.

(c) One Public Health Sanitarian.

(d) One Medical Doctor.

(e) One Veterinary and Animal Husbandry Instructor.

(f) One Instructor in Cooperation & Panchayats.

(g) Two Educationalists with Primary Exphasis on Literacy Education.

(h) One Civil Engineer for instruction in irrigation, village housing and roads.

(i) One Agricultural Engineer for mechanical shops.

(ii) The members of the staff should reside at the Training Centre and suitable residential accommodation should be made available to them.

(iii) For refresher training periodical short-time visits by the training staff to research stations or similar institutions should be encouraged.

(iv) An interval period of 15 days should be allowed to the staff between two courses.

(v) If a school exists within a convenient distance of the Extension Training Centre, the children of the staff should be provided with free conveyance for attending schools.

(vi) Provision of suitable medical aid for staff and trainees is necessary. If the Centre is not at a convenient distance from a hospital, a dispensary should be set up at the Centre with a qualified compounder incharge of it. Arrangements should also be made for a medical officer to visit the Centre at least twice a week. A sick room and an isolation room for the sick should be provided at each centre.

(vii) Subject to the work of the Centre not suffering the lectures in extension methods at different centres may be given a chance to attend the Extension lectures organised by Allahabad Agricultural Institute.

(viii) A blacksmith and carpenter should be provided at each Centre.

(ix) One artist-cum-photographers post should be sanctioned for each centre. He would look after the preparation of audio-visual material for the centre.

(x) Each Training Centre should be provided with a telephone.

(xi) The question of appointment of Women as Village Level Workers was discussed. A number of difficulties regarding their appointment were pointed out The Conference recommended that the question should be further examined.

IX. PARTICIPATION OF TRAINEES AND STAFF AS WORKING GRAM SEVAKS IN DEVELOPING VILLAGES NEAR TRAINING CENTRE :

The trainees and the staff at the training centre should participate in developing the villages adjoining the centre. If possible a block of villages should be attached to each training centre and its development assigned to a group of students and staff. Trainees should visit the villages from the beginning of the course but they should be entrusted with the responsibility of development work after spending about a month or so in training. Such an arrangement will give the trainees a scope for actual participation in Extension activities which they would be called upon to undertake later as Village Level Workers.

The conference closed with a speech by the Chief Minister, Bhopal, Dr. Shankar Dayal Sharma. The main point made out in his speech was that as we were bound under the Indian Constitution to provide a number of rural schools it was essential that we created a link between the Village Level Worker and the village school teacher. He thought it would be worthwhile training rural teachers in a manner similar to that adopted in the case of Village Level Workers. Further it would be advantageous if these teachers were also taught something about agriculture, hygiene and village cooperation in addition to methods of teaching, by making them undergo a short term course at the extension training centres after completing their studies in the teachers' training schools. The Chief Minister urged that rural schools should not only have an agricultural bias but should turn into real agricultural institutions so as to create an atmosphere favourable to community development in the rural areas.

Shri S. C. Roy, Agricultural Extension Commissioner with the Government of India who presided over the Conference thanked the Chief Commissioner, Bhopal for inaugurating the Conference and the Chief Minister and the Government of Bhopal for the excellent arrangements made and facilities provided for the Conference.

Visits by Delegates: The delegates visited the Bhopal Extension Training Centre at Gandhinagar about five miles from the capital where they were entertained to a variety programme by the trainees. They also went round the Community Project Area and the Ford Foundation Extension Block.

ANNEXURE I.

AGENDA FOR CONFERENCE ON TRAINING MULTIPURPOSE VILLAGE LEVEL WORKERS, BHOPAL.

APRIL 27-29, 1953.

VENUE:— Assembly Hall, Bhopal.

OBJECTIVE:— Exchange and evaluate experiences of the past year in training multi-purpose village level workers.

PARTCIPANTS:-Principals of Extension Training Centres; representatives of the Ministry of Food and Agriculture; Community Projects Administration; Allahabad Agricultural Institute, Naini; U. S Technical Co-operation Administration and the Ford Foundation.

PROGRAMME.

APRIL 27,

10 A. M. Remarks by Shri S. C. Roy, Agricultural Extension Commissioner, President.

Inauguration of Conference by Shri Bhagwan Sahay, I.C.S., Chief Commissioner, Bhopal.

Community Projects and National Extension Service-talk by Shri S. K. Dey, Administrator Community Projects.

Training multi-purpose village level workers for the Community Projects and National Extension Service-talk by S. C. Roy. Agricultural Extension Commissioner.

Important aspects of Extension Training-talk by Dr. D. Ensminger. Representative Ford Foundation.

Statement of plans for organising and conducting the Conference by Shri S C. Roy.

1 P. M. LUNCH AT THE CONFERENCE HALL.

Host: The Chief Minister, Bhopal.

DISCUSSION TOPICS.

2-30 P. M. TO 3-30 P. M. SELECTION OF TRAINEES.

(i) Qualifications (initial).

(ii) Standardisation of aptitude tests, time taken in selection of trainees.

(iii) Inclusion of the Principal in the Selection Committee.

3-30 P. M. TO 4-30 P. M. SYLLABUS OF TRAINING CENTRE.

(i) Curriculum organisation

(ii) Uniformity or otherwise of syllabi.

(iii) Balancing training programme between village work experience and lectures.

(iv) Teaching a minimum number of skills.

(v) Duration of course.

(iv) Village problems as a basis for syllabus and curriculum development.

4-30 P. M. TO 5-00 P. M. — EQUIPMENT OF TRAINING CENTRE.

(i) A library which a minimum number of suitable books.

(ii) Items of audio-visual equipment.

(iii) Gradual establishment of a museum at the Training Centre, showing in models and charts the improvements recommended by the various departments.

(iv) Adequate workshop facilities.

(v) Usefulness of small demonstration farms attached to the Training Centre.

5-30 P. M. TO 8-00 P. M. — Visit the Training Centre, Gandhi Nagar (3 Miles).

8-30 P. M. — The Principal, Instructors and Trainees of the Training Centre AT HOME to Guests. (Buffet Dinner and Light entertainment by trainees.)

APRIL 28 — SPIRITUAL RECREATIONAL AND PHYSICAL DEVELOPMENT ACTIVITIES AT THE TRAINING CENTRE.

9-00 A. M. TO 10-00 A. M.

(i) Facilities for recreation and cultural development.

(ii) Prayers.

(iii) Dramas, Folk songs etc.

(iv) Participation in well known fairs and village festivals in the area of the training Centre.

10-00 A. M. TO 11-00 A. M. — DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

(i) An all-India Certificate and badge for trained 'Gram Sewaks'.

(ii) Nature of final tests and intermediate evaluation of work for credit in the final test.

(iii) Follow up by the centre of the trainees' future achievements in the project work.

11-00 A. M. to 12-00 noon.	SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWS LETTER.
	(i) Small cyclostyled newsletter from the centre with contributions by Farm Leaders staff and students.
	(ii) Circulation of such by each centre to all the others in India.
12 noon to 1-00 P. M.	SEMINARS FOR STAFF AND TRAINEES TO DISCUSS AND EXCHANGE IDEAS ABOUT TRAINING CENTRE EXPERIENCE AND VILLAGE WORK EXPERIENCE.
	Should these Seminars be arranged region-wise.
1-00 P. M. to 3-90 P. M.	LUNCH at the Conference Hall.
2-30 P. M. to 3-30 P. M.	MISCELLANEOUS.
	Matters concerning staff welfare (housing, refresher training. rest period between courses, education for children etc.
3-30 P. M. to 4-30 P. M.	13. PARTICIPATION OF TRAINEES AND STAFF AS WORKING 'GRAM SEWAKS' IN DEVELOPING VILLAGES NEAR TRAINING CENTRE.
	(i) Desirability or otherwise.
	(ii) Methods of operation.
	(iii) Duration of such work during the course.
	(iv) Stage during the course at which the trainees should be entrusted with such work.
4-30 P. M. to 5-30 P. M.	Reports of Discussion Groups.
8-30 P. M.	Dinner party at Lalkothi, Dine with Shri Bhagwan Sahay, Chief Commissioner.
APRIL 29.	
9-00 P. M. to 12-15 P. M.	Reports of Discussion Groups.
12-15 P. M. to 12-30 P. M.	Closing of Conference by Shri S. C. Roy.
1-00 P. M.	Lunch at the Conference Hall.
Afternoon.	Batches of Delegates will be taken round to Community Project area, or Ford Foundation Extension Development Block and to see Central Tractor Organisation at work.

ANNEXURE II.

List of persons present at the Conference.

Delegates.

1. Shri S. C. Roy, Agricultural Extension Commissioner to the Government of India, (Chairman).
2. Shri S. K. Dey, Administrator, Community Projects. (on 27-4-1953 only).
3. Shri Kalidas Sawhney, Agricultural Adviser, C. P. A., Planning Commission, New Delhi.
4. Col. Barkat Narain, Director Health Services, Delhi State.
5. Shri Jaipal Mehta, Special Officer Training, C. P. A., Planning Commission, New Delhi.
6. Dr. Douglas Ensminger, Ford Foundation Representative in India.
7. Shri Horace Holmes Extension Adviser, Ministry Food and Agriculture, Government of India, New Delhi.
8. Shri Malcolm Orchard, Agricultural Information Adviser, ICAR.
9. Shri W. W. Mcllroy, Extension Training Specialist, Bakshi-ka-talab, Lucknow.
10. Shri Frank W. Sheppard, Adviser, Training Centre Powarkheda, Madhya Pradesh.
11. Shri Elbert P. Creech, Extension Specialist Training Sindewahi Training Centre, Madhya Pradesh.
12. Shri Earl E Julson, Extension Training Specialist, Nilokheri, Punjab.
13. Shri Karl O. Chandler, Extension Training Specialist, Trivandrum.
14. Shri John T. Bulls, Adviser Training Centre, Nabha.
15. Shri Dick V. Fagan, Extension Specialist, Mysore.
16. Shri Martin Howell, Extension Training Specialist, Bhopal.
17. Shri M. D. Fox, Extension Training Specialist, Hyderabad.
18. Dr. T. A. Koshy, Head, Extension Department, Allahabad Agril. Institute, Naini, Allahabad.
19. Shri R. S. Shiwalkar, Principal Training-cum-Development Project, Sindewahi Madhya Pradesh.
20. Shri K. R. Patel. Leader, Training-cum-Development Project Anand, Bombay State.

21. Shri B. Rudramoorthy, Leader, Training-cum-Development Project V. C. Farm, Mandhya, Mysore State.

22 Shri J N. Kusari, Leader, Extension Training Centre, Burdwan, West Bengal

23 Shri L. R. Bajpai, Extension Officer, Training-cum-Development Project, Bakshi-ka-talab, U. P.

24. Shri K. G. Bhandari, Principal, Extension Training Centre, Batala, Punjab.

25. Shri M. B. Singh. Principal, Extension Training Centre, Nilokheri, Punjab.

26. Shri B. B. Yelgar, Principal, Extension Training Centre, Arbhabi, Distt. Belgaum, Bombay State.

27. Shri T. B. Pawar, Principal, Extension Training Centre, Kolhapur, Bombay State.

28. Dr. T. P. S. Choudhry, Chief Instructor, Extension Training Centre, Patna, Bihar.

29. Dr. A. C. Sinha, Chief Instructor, Extension Training Centre, Muzaffarpur, Bihar.

30. Shri S. L. Visnoi, Principal VLW Training Centre, Powarkheda, Hoshangabad, Madhya Pradesh.

31. Shri K. S. Krishnamurthy, Vice-Principal, Training Centre, Gandhigram, Madras.

32. Shri R. Alagiamanavalam. Principal, Training Centre, Parli, Palghat, Madras State).

33. Shri K. Bhushnam, Principal. Training Centre for Village Guides Peddapuram, East Godawari Dt Madras State

34 Shri D N Singh, Principal, Regional Govt. Agricultural School, Gazipur, Uttar Pradesh.

35. Shri B. M. Pande, Principal, Govt. Agri. School, Hawalbagh, Almora, Uttar Pradesh.

36. Shri J. S. Kaushiva, Principal, Govt. Agri. School and Extn. Training Institute, Bulandshahar, Uttar Pradesh.

37. Sardar Chanda Singh, Principal Extension Training Centre, Nabha, PEPSU.

38. Shri M. L. Seksana, Principal, Govt. Extension Training Centre, Antri, Madhya Bharat.

39. Shri S. Majid Ali, Principal Extension Training Centre, Bhopal.

40. Shri B. M. Pansare, Officer-in-charge, Extension Training Centre, Himayatsagar, Hydrabad Dn.

41. Shri Premsagar, Principal, Extension- Training Centre, Himachal Pradesh Moshobra [Simla Hills .

42. Shri I. S. Sharma, Principal, Ford Foundation Training Centre, Chhatarpur, Kotah (Rajasthan).

43. Shri J. N. Misra, Principal cum Officer-in-charge Training cum Extension Project Centre, Chirgaon, (Jhansi) U P.

44. Dr. M. S. Nair, Principal, Extension Training Centre, Mavelikara Travancore-Cochin.

45. Shri G. G. Phadke, Officer-in-charge Extension Training Centre, Nowgong, Vindhya Pradesh.

Invitees.

1. Shri Bhagwan Sahay, Chief Commissioner, Bhopal.
2. Dr. Shankar Dayal Sharma, Chief Minister, Bhopal.
3. Shri Sultan Mohammed Khan, Speaker Bhopal Legislative Assembly.
4. Shri Kamta Prasad, Minister (Finance) Bhopal.
5. Moulana Inayat Ullah Khan, Tarzi Mashriqi, Minister (Medical) Bhopal
6. Shri Umrao Singh, Deputy Minister, Bhopal.
7. Shri Jalaluddin Qureshi, M. L A. Bhopal.
8. Shri Babu Lal, M. L. A. Bhopal
9. Kumari Lila Roy, M. L. A. Bhopal.
10. Shri M S. as, Chief Secretary to the Govt. of Bhopal.
11. Col. B. M. Vencoba Rao, Secretary to the Govt. of Bhopal Development Department.
12. Dr. J. K. Dubey, Director of Agriculture, Bhopal.
13. Shri Ronald W. Jones Ford Foundation New Delhi.
14. Shri E Loshbagh, Ford Foundation, New Delhi.
15. Dr. Randall Klemme, For Foundation Representative in Pakistan.
16. Col. R. K. Misra Director, Medical & Health Services Bhopal.
17. Dr. B. C. Das, Officiating Director of Training, Extension Methods, Allahabad Agril, Institute, Naini, Allahabad.
18. Shri James C. Yeary, Agricultural Extension Specialist. Bhopal
19. Shri C H. Atkins, Public Health Engineer TCA,–New Delhi.
20. Shri C. E. Calbert, Sanitation Consultant, TCA New Delhi
21. Shri C. A. Smith, Assistant Chief Agriculturist, TCA New Delhi

Inaugural Address of Shri Bhagwan Sahay Chief Commissioner, Bhopal at the Conference.

On behalf of this small State of Bhopal I welcome you all to this Conference on the training of multipurpose village level workers. We deeply appreciate the compliment paid to this State in holding the Seminar here and I hope that you will find to your satisfaction all the material aids required for your deliberations. To our American friends specially - who are present in good number - I extend my cordial greetings. Two of them Messrs Yeary and Howell have been with us now for nearly a year and their friendly assistance and advice have been of considerable value in organising the work in our community project and the Training Centre. All this represents a fine example of co-operation and in a way symbolizes the spirit of the new dawn which is coming over the horizon after a long night of anguish and anxiety through which mankind has passed.

Your conference has a limited range of objects - which are mainly concerned with the recruitment and training of village level workers required for the community projects which have been sanctioned as part of the Five Year National plan and the scheme of extension service which is likely to be launched soon. It is with reference to these schemes that you have to consider the problems of recruitment and training of the village level workers.

Our Prime Minister and other leaders have in recent months thrown a great deal of light on the aims and objects of these schemes and the fundamental aspects of the approach with which the problem of rural development is to be tackled. In selected rural areas the inhabitants are to be assisted to help themselves in developing a higher standard of life. State aids and assistance will be made available to the extent it is possible, but the main emphasis is on self help and community participation in local programmes of development. Since greater efficiency and quantum of production are necessary for the attainment of the economic base required for a better life there will be emphasis on the development of small industries suitable for villages, agriculture, horticulture, animal husbandry and the like. But at the same time other aspects of life pertaining to cultural advancement and the creation of healthy environments for the individual and the community will also be covered, the aim being not merely better living but better life. You are concerned with preparation of the man who will be in a position to act as the guide, philosopher and friend of the village community for whose service he will be assigned.

In the last few months in all the States of India training centres have been started and men have been selected for training. In several centres the period of training has been completed and the trained men have joined their assignments. A careful appraisal of their functioning in varying situations will provide us with valuable material for reviewing our training and recruitment plans. While we must succeed with that we have undertaken

the essence of the whole conception is pragmatic the practical effects determining the very objects of the scheme. We have started with certain assumptions—may be the best possible ones -- but still they are assumptions which have to be tested by actual experiment. As experience is gained the technique of training will be improved and I have little doubt that it will be possible to produce the kind of men that are needed. It appears to be necessary that this check-up on actual performance from the point of view of training should be a regular feature of our organisation. I do not know what arrangements it is proposed to make but I do hope that this aspect of correcting training plans by a check-up on the performance of the trainees in actual field conditions, has been considered and put on an operational basis.

I am not sure whether any data on the performance of trainees is available in any State. If there is any such data available it will be useful for your deliberations. Otherwise we have still to proceed merely on the basis of the experience gained during the period of training. This is better than nothing as the pooling of even this limited experience will be useful. But by way of caution I would like to mention that we should wait for performance data before embarking on changes and modifications of deeper character and significance.

The agenda of the conference covers a wide range of items bearing on the problems of recruitment and training. I will not attempt to anticipate the discussions which will take place in the next few days. But may I invite the attention of the conference to a matter which in one aspect has a direct bearing on the problem of recruiting suitable trainees and, in another, on the larger problem of tackling the psychology of the villagers?

In this State we have had some difficulty in selecting suitable personnel. Partly this was due to the backwardness in education from which the rural areas suffered on account of neglect in the past. In more advanced States where determined efforts have been made to enlarge facilities for education in rural areas this handicap may not have been present to the same extent. But still the selection of suitable men must have presented some difficulty on account of the consideration that the selection has to be based not merely on the possession of a certain standard of education but on the estimate of the psychology of the candidate. We have to select men who are capable of becoming effective village leaders. An important question is: should we select young men or men of mature age? In the case of the former the advantage is that they are more receptive in mind and as training material comparatively easier to handle. But as they are to lead village communities comprising of village elders also their youth may prove to be a handicap. By themselves they may become first rate men for this kind of work but will they be able to influence older people who, in a real situation, may prove to be the core of resistance to a community programme. Faced with inert or hostile material will they lose hope, courage and confidence? As against this possibility the choice of mature men has the difficulty that their habits of

behaviour and thought are already formed. They may not prove to be sufficiently receptive. It may not be possible to cast them in new mounds in a short term training programme. And if we cannot make them the kind of leaders which we want them to be their mature personality may prove to be of little use. Our last batch in this State was composed mainly of young men between the ages of 20 to 25 and there was only a sprinkling of mature men.

In the training school the performance of the younger people was definitely better, but we have to find out by the test of field conditions which age group really fares better.

So the situation is that even with our limited commitments, as at present, the range of suitable human material out of which selection can be made is very narrow. When these commitments are increased, as they are likely to be in the very near future, the difficulties of selection will be correspondingly enhanced. And if we take a still longer view, say the situation as it would obtain in the period of the second Five Year Plan, the problem would become almost insoluble unless we begin to consider now as to how we should be able to secure sufficient range of suitable material out of which to make selections. We are now embarking on a new road, and although there are changes in that road the road itself has no visible termination point. As the possibilities of progress are limitless, with each stage of achievement new vistas will open out and development will go on. So we should now begin to view the whole question not on the basis of immediate requirements but on a long term view. Instead of confining ourselves to adhoc selection from the human material that offers itself we should now try to organise our educational plans so that a large number of rural educational institutions should be preparing boys and girls of the rural areas for a career of village level workers. Such a plan would, on the one hand, develop the availability of suitable human material for intensive training and, on the other, enable the rural communities to enrich themselves with people who have acquired instead of merely theoretical learning, knowledge of practical value to a farmer and a bias which would enable them to make their contribution as members of the community in the work of development. Thus not only will our plan secure better human material, but the rural communities would themselves become saturated in an increasing measure with people possessing useful knowledge and a new outlook.

Apart from the view point of recruitment there is the problem of psychological resistance of the village population. Is the leadership that we are trying to provide in items of extension service personnel sufficient for the achievement of the aims in view? This leadership will be supplemented to some extent by the services of local leaders who are mobilised to assist in the work of rural reconstruction and by members of the Bharat Sewak Samaj which it is the intention to organise. But even than the question arises: Will all this be sufficient? No doubt there has been a magnificent response from the side of the rural population. Even in this State there are

present everywhere signs of a new awakening, of a thirst for knowledge, of a consciousness of strength and of a realisation that the country's leadership has provided them with a State which is dedicated to their welfare. But what is the nature of this response? Are our people really breaking away from their traditional habits of thought and behaviour? And will this impulse last? In the history of our country and also in that of other lands there are instances when under inspired leadership there are strong shifts in national conduct and behaviour. Fortunately an inspiring leadership undoubtedly exists in our country today which is sincerely, devoted to the ideas of a welfare State, but the question is whether the phenomenon which we are witnessing is only a transient "disinhibition" of our basi reflexes? Or is the gaint permanently changing his habits? Time alone can provide the answers to these questions but wisdom demands that fullest endeavour should be made to make the change a permanent one. How is this to be done?

Here I may briefly refer to certain basic concepts of modern psychology. A child comes into the world equipped with a number of very simple responses which are of the nature of automatic reflex actions, and he is more or less like an automatic mechanism. As he grows other responses are rapidly built up by conditioning while the unconditioned responses come to be evoked by new and therefore, conditioned stimuli. So if we have acquired sufficient knowledge of the processes of conditioning we can more or less mould the character of human beings at will. I have used the words stimulus and response in their widest sense. My point is that in the case of adults by repetition we can suitably modify the reflexes and in the case of children we can "educate" them into correct reflexes. In terms of our work this would imply constant and ceaseless endeavour to use adults in our programme of rural construction, on the basis of voluntary participation thereby stabilizing the response which we are witnessing in the country today. In respect of children the process of conditioning would imply, first, their growth in an environment of active community project atmosphere and, second, their education in schools which would, throughout the course of study, engage them in community work-naturally on scales adjusted to different age groups. The first is what we are attempting to do, that is to say, engaging members of village communities in projects of development on the basis of active participation. But we are neglecting the other – which to my mind is of very great significance for the future.

We are spending large resources on the development of primary and secondary education. Some attempts are also being made to impart in some of these schools what is called "basic" education but if you look round yoe will find emphasis more on numbers than on the quality and content of education I would suggest for your consideration the adoption of a scheme of setting up rural schools whose object will be to turn out suitable human material. This view takes me back to what I have stated before. We should evelop educational institutions in rural areas which are suitably agriculated to odur training centres of village level workers.

In such a plan there will be no real wastage. In the first place I visulize a great field of useful employment opening out in the country. Let us consider the arithmetic. One lac and twenty thousand villages are to be covered by Extension Blocks in the next three years. Twenty village level workers and 5 supervisory staff are proposed for each Block. There are some categories which have yet to be included to make the extension service complete such as midwives, co-operative inspectors auditors and clerks. Estimating that there will be some 20 people per block on the average 24,000 persons will be required for the period, out of which 8,000 will be required to pass out of the Training Centres eache year. In the second Five Year Plan the number is likely tor increas to 96,000 or about 20,000 trainees each year. To this number tmus be added the provision for such factors as leave vacancies and wastage due to the weeding out of unsuitable men. If we have to admit 10,000 boys and girls in our training institutions we should have at least 50,000 of eligible ones from among whom we should make the selection Infact for really reliable selection the proportion should be still higher Thus our educational institutions should be able to offer eligible candidates in a number of this dimension. In the second five year plan period and beyond the numbers which I have mentioned will have to be tripled or perhaps quadrupled.

In this connection we have also to bear in mind the consideration that the eligibility of a candidate must in lude qualifications in working knowledge of agriculture and allied subjects. The village level workers training centres cannot perform their proper functions or attain efficiency in imparting specialised knowledge in extension work unless the trainees who are admitted possess a reasonable standard of knowledge of agriculture and allied pursuits. This necessitates the establishment of an adequate number of rural high school with agriculture as the main subject. The schools of this type will in their turn require feeders schools where boys and girls of lower age groups are taken through the primary and the lower secondary stages. And the whole rural educational system should be closely articulated with a view to leading to a stage at which the selection of suitable candidates can be made for the Training Centres.

As I have said before in this plan there will be no real wastage. A fair number of boys and girls will be admitted to training Village Level Workers institutions for employment in the extension service. Some of those who remain may go for higher studies in the Colleges and Universities. The pratical training which they will have acquired will provide them with a better base on which to raise the superstructure of higher education. Such men will not suffer from the cleavage between the intellectual classes and the common men which is the bane of our country today. Those who are not taken for training in extension service, and also do not go forward for higher education will naturally go back to their rural avocations. This would be a very healthy development. Rural areas will no longer suffer

from the continuous deprivation occurring as a result of the drift of the farmer's educated son to urban areas. These men will naturally take their due share in the building up of the life of their own rural community. The extension service will acquire in an increasing number enlightened allies in the areas of their operation. As time passes the difference between the State employed extension workers and members of the local community would diminish and the latter would go forward more rapidly in an atmosphere which has been cleared of its stagnation and where a new vitality arises from the active union of outlook between the extension service and the educated sons of the farmers.

On a superficial view this enlargement of our view point would appear to involve a very large undertaking. But this is not so. The schools which are already in existence or are being established in rural areas can and should be reformed on these lines. They would need more equipment-which should not involve an effort beyond our resources. The curricula have to be altered with a view to provide real emphasis on agriculture and allied pursuits, and to impart partical instruction which would necessarily include active participation in village projects of development. The main problem will be of providing suitable teachers. We have teachers but some of them may have to be replaced. Also the number may have to be increased. If the teachers can be suitably trained to deal with the reorientated curricula of the primary and secondary stages, I have little doubt that the organisational problems can be effectively tackled. Our existing Teachers Training Centres will not serve the purpose. They will have to be reorganized and something of the sense of urgency and the feeling of dignity based on the consciousness of participating in a great national endeavour, which animate our Village Level Workers Training Centres will have to be brought into them. The teachers will have to be more carefully selected and the Teachers Training Centres will have to be more adequately staffed and equipped.

With these observations I shall now conclude. May you all have a useful session of discussion and deliberation.

JAI HIND.

A TALK ON

IMPORTANT ASPECT OF EXTENSION TRAINING

by Douglas Ensminger

Ford Foundation Representative for India.

During the past year I have travelled the roads, railways and airlines of India as a sweeper. In my sweeper role, I have been sweeping up ideas about village life, needs and problems of village people, village outlook, the multi-purpose village worker, the experience of training centres, the community projects and the National Extension service. Being a good sweeper and having learned the value of composting, I have put these ideas into a compost pit to allow them to season and to assure they would be available for field distribution in season.

It was not until I saw this mimeographed programme for the Bhopal Training Conference that I realized, I was going to have to open up my compost pit of ideas sooner than I had expected. I know that to open up a compost pit and distribute the compost on the fields too soon is not the recommended practice. But, when my village leaders, Dr. S. C. Roy and Mr. S. K. Dey, say I must distribute my compost of ideas, I have no alternative but to open and see what I have collected.

The one idea I collected from many sources was that the first pre-requisite for training multi-purpose village workers was to be straight on objectives. That is, all who are to be associated with the training of village workers, must be absolutely clear as to what the multi-purpose village worker is expected to do when he takes up his assignment.

Only as the objectives of training are clear, can one expect the training to have focus and purposefulness.

I have dug around some in my compost pit of ideas to see what can be said about the task of village worker. I find there is agreement on a number of points.

All are clear that the village worker is to be a multi-purpose worker. This means that the village worker's area of interest and concern is as broad as the interest and needs of village people. By administrative agreement, the village worker is to concentrate his interest in problems of agriculture, health, education, housing, village industries and village self-help group activities, including building roads, deepening and cleaning of ponds, etc.

If the village worker is to be multi-purpose, it logically follows that he must be given training in the fields of primary concern to village people. But what is to be the nature of this training ? My compost pit reveals that there are many ideas on this topic. But experience of the past six months suggests more and more agreement is being reached and that today one could say that the training in each of the major fields should have a two-fold focus.

First: The village worker must know how to indentify and therefore be familiar with the basic village problems in agriculture, health, education, housing etc.

Second: The village worker must be trained in a minimum of basic skills so that he can assist the villagers evolve self-help improvement programmes to solve their problems.

The subject matter training can and must be focused to help the village worker guide the village people in analyzing their problems and needs and in helping them find and apply the right solutions.

A second very important objective of training as revealed by my compost pit of ideas is to train the village worker in methods and technique of approaching and working with village people. In seeking an answer to this question, I stirred my compost pit and found that one of the objectives of the community programme and the National Extension Service is to help village people broaden their horizon and help themselves.

This means that training in methods and techniques of village approach has a very sharp focus.

If the village worker is to be successful in broadening the horizon of village people, the village worker must be trained to understand village people and to approach them as a friend, to gain their confidence, to see their problems as they see them, to know the things they value and are willing to work and sacrifice for in order to attain.

My compost pit reveals, if village people are to change attitudes and practices, they must through education, examples and demonstrations, be able to see how and in what way the new is superior to the old.

The village worker's training must therefore, include the basic principles in extension education, including knowing what educational methods are available, how to use these methods, when to use them and the results which each may be expected to yield.

Digging still deeper in my compost pit, I find that an underlying objective of the community programmes and the National Extension Service is the development of village people to become alert citizens, capable of making independent decisions and enjoying the fruits of freedom.

Again we see where and for what purpose training can and must be focused.

My compost pit reveals that if village people are to be capable of making independent decision and grow in local, national and international citizenship responsibilities, they must be taught to read and write. To help village people attain literacy, the village workers must be trained in methods and techniques of organizing and carrying on village literacy classes.

I note from my composed pit that the success of the village programme will in large part be dependent on the development of group effort. Many of the village problems can be solved only by group effort.

If the village worker is to help village people solve their problems through group efforts, he must be given training in methods of group work so he can help the village people in having a strong effective panchayat, an active village cooperative and in working together to build roads, deepen ponds, building schools and providing recreation.

When I began my sweeping of ideas I noted that about a year ago, when the training centres first started, that all agreed the trainees should spend some time in the villages After a years' experience I note the feeling is now in support of at least half of the time being spent in village work. This provides testing the ideas learned in the centre and gaining experience and confidence in working with village people.

The one part of my compost pit that seems most seasoned is that the training centres must inspire the trainee to want to help village people help themselves and in developing within the young village worker a philosophy of service dedicated to helping build a new India by rebuilding each of its 500,000 villages.

ANNEXURE V.

A talk on training of multipurpose village level workers for the Community Projects and National Extension Service by Shri S. C. Roy, Agricultural Extension Commissioner Government of India.

In the first five year plan of the Government of India, a programme of intensive rural development has been proposed as the only way in which it will be possible to secure lasting and substantial results in increased agricultural production in India. Under this programme the planning Commission proposed that every State should bring in certain areas, one after another, under intensive development while holding the rest of the State more thinly. Since additional production is the most urgent objective, those areas should be selected where, on account of available irrigation facilities or an assured rainfall, additional effort is likely to produce the most substantial results. In the selected areas the programme of agricultural development has to be part of a wider programme covering every aspect of rural development. Measures for social education and improvement in the health of the population are vital to the success of an agricultural programme designed to lift the rural community to higher levels of organisation and to arouse enthusiasm for new knowledge leading to better ways of life. The Planning Commission have also given the pattern of the agency for implementing this general scheme for effecting rural development in India and this agency is a countrywide National Extension Service consisting of multipurpose village level workers, each assigned to a number of villages in the intensive development blocks supported by group level workers at the headquarters of the blocks who again are constantly advised by the technical personnel of the various nation-building departments of the State. For administrative reasons the area of operation is a project block consisting of 100 villages (more or less according to the size of villages in different parts of India) of which a maximum of 10 villages are assigned

to a village level worker. According to this plan 55 community projects, each consisting of three blocks of 100 villages, were established in October last in the different States of India and even before the establishment of these community projects, 15 pilot extension projects, each equivalent to a block of 100 villages were assigned to 15 States with financial assistance from the Ford Foundation. The objective in all these blocks is the all round development of the village community. It may, therefore, be well to clearly indicate here the fundamental principles on which these community development projects stand. These are —

(1) Community development is a people's movement by which village people advance their standard of living. The staff, multipurpose workers, group level workers and so on assist the people to improve their standard.

(2) The basic objectives are increased production and employment in the project areas. Experience in the field has shown that the villagers (most of whom are farmers) are multipurpose men. They have to know bits about agriculture, animal husbandry, fisheries and horticulture to get the best out of their time-honoured profession which is farming and if they are expected to be good citizen they should also take active interest in other affairs like public health, social education and in the activities of their *panchayats* through which they should undertake works of use to the community. This multipurpose nature of the villagers' profession again is limited in so far as agriculture, is concerned by the great peculiarity of Indian agriculture. *i. e.* the farming being limited by the animal precipitation which restricts the agricultural operations to part of the year rssulting in severe unemployment of village people during the rest of the year. The villagers being multipurpose people, it stands to reason that the ultimate agents of Government who are to be their friends, guide and philosopher should, in their turn, be multipurpose people. Hence the emphasis on the multipurpose duties of the village level worker and the necessity of his being trained as a multipurpose worker.

(3) Just because it is a people's movement the villagers must feel that all the plans in the project block are their own. It is, therefore, imperative, that in making these plans there should be frank discussion with them as to what they want, how soon they want these and what are the priorities in the programme which they themselves prepare with the help of the village level workers Every detail of the plan must be discussed with the people and it is the function of the project staff to assist them in the formulation of these plans in the assignment of priorities and in producing at their door supplies and services which will make the plan itself fruitful. Having done all this there should be a continual watch as to why certain targets are not being achieved. Here again, the duty of the village level workers is to sit down with the village people and with their help to find reasons for the delay in the achievement of targets. Only in this manner the community project staff can create an outlook amongst the villagers to improve their conditions The village people must feel that their salvation is in

their own hands and they every item on the programme has been planned by them and has their consents. When after a period of work the time for evaluation comes the village people again should be able to say what the targets were, how they were set, how the achievement of the targets has been progressed and what were the reasons for delay in the achievement of certain items in the programme.

(4) As a fundamental principle of the objectives is the development of the community, cooperation naturally assumes a great importance in the projects. People should be made to feel that they will stand or fall together, that a plan is not perfect unless all of them co-operate in finalising it after discussions and it reflects the improvement or the progress or the gain of the community as a whole. The planners feel that the ultimate aim is that actively functioning village co-operatives should take over many of the functions which in the beginning will have to be performed by Government agents in the project areas. Therefore, the propagation of co-operative ideas and the development of progressive co-operative societies, multipurpose in their outlook cannot be over-emphasised In brief, the philosophy of these community project is multipurpose approach to the solution of these problems of village communities through multipurpose co-operative societies with the help of multipurpose village level workers who are the ultimate workers of a countrywide National Extension Service. Increased production in all the spheres and increased employment are fundamental while all the other parts of the objective are incidentals to these fundamentals. The movement is a movement of the people in which Government agents come in only to help and assist. In the ultimate analysis, it is the people themselves who study their own requirements, plan their own programmes and with the help of the Governments agents achieve success in their plan and programmes through self-help and active co-operation amongst themselves.

It will be observed that the success of these community development projects depend entirely on the right type of personnel working there and amongst the various elements of staff the greatest responsibility rests on the shoulders of the ultimate link between the Government and the people *e. g.* the village level workers. Therefore, the problem of suitable personnel and their training has been engaging attention for some time With financial assistance from the Ford Foundation and the T. C. A., five training centres were sanctioned on the 4th October. 1951, for the training of supervisory personnel prior to the establishment of community projects. Soon thereafter, when the 55 community projects were established. States were addressed on the 19th April, 1952, to establish 25 additional training centres for the village level workers to meet the personnel requirements of the community projects. Almost all of them have now been established and have been functioning for some time. The original five training centres for supervisors have also been transformed into training centres for village level workers. As the multipurpose village level workers form the pivot of rural development and on them will depend the success or the failure of the community projects,

all interested in the community projects have felt from time to time that there should be a detailed appraisal of the whole subject of training village level workers. This is the main reason for which this conference of Principals of Extension Training Centres has been called. All of them have now experience of the actual functioning of these centres and of the difficulties which they had to confront in building up the institutions in the different States. It is considered that an exchange of ideas, group discussions and an appraisal of the progress so far achieved would contribute greatly to our knowledge of the working of these training centres and will give us an apportunity to study the directions in which further assistance is to be rendered to get the best out of these institutions. The agenda will show that subjects for discussion have been chosen to cover the whole field of training. How the trainees should be selected, what should be the nature of syllabus at the training centres, what equipment they should have, what should be the relationship between subject matter treaching and practical work What are the needs of spiritual, recreational and physical activities at these centres, determining the eligibility, for graduation and evaluation of individual trainees, a systematic reporting and development of newsletter at each training centre, the utility of seminars for staff and trainees to discuss and exchange ideas and finally how the trainees and the teachers should participate as working *gram sewaks* in developing villages near the training centres. These are some of the larger questions that the conference is expected to discuss. As has been said before, on the multipurpose village level workers will largely depend the success of the projects. His initial equipment and the knowledge and training of his trainer is, therefore, a subject of the greatest importance today. The village level worker should not run along narrow departmental line but should be able to work with people as one of themselves and inspire confidence in them and a desire to live better. He should therefore, be able to depend on the experience and the advice of technical experts at the group level and at the district level wherever necessary. He will, in fact, be more than an adviser because he will have to be a living example to help the villager to see how he can improve his own life and the condition of his surrounding. It is our aim to train the field workers to fulfil these functions satisfactorily because on the success of training these workers will ultimately depend the success of our rural development programmes in the community projects. Let us hope this conference will throw up problems and points of interest, will suggest remedies to some of the problems to enable Government to consider them and will recommend the successive steps and stages of training for the village level workers for a permanent National Extension Service. It is likely that a most important stage in such training will be the reorientation of the existing primary education which should be attuned for future to take up the role of producing the basic elements who through successive stages of training, later in agricultural schools and in Extension Training Centres, will be the model village level workers of future. The training of the trainers of these village level workers at all the different stages from the primary schools through agricultural schools and finally in the Extension Training Centres likewise will be a subject for critical examination.

Report of the Group No. 1 consisting of

1. Shri K. G. Bhandari (Punjab)
2. Shri T. B. Pawar (Bombay)
3. Shri S. L. Vishnoi (Madhya Pradesh)
4. Shri Majid Ali (Bhopal)
5. Shri C. E. Calbert (TCA)
6. Dr. Douglas Ensminger-Convener

A SELECTION OF TRAINEES.

(I) RECOMMENDATION.

Each State should have a Committee of representative of Government and non-Government officials each of whom should be able to devote a minimum of 3 to 5 days over the selection of each batch of trainees. In all cases the Principal for whose centre the trainees are recruited must be on the Committee.

(II) RECOMMENDATION.

The work of evolving and standard aptitude test be left to the Agricultural Extension Commissioner so that he be encouraged to seek technical advice to determine whether or not it is possible to develop and standardise the test.

Until the standard aptitude tests are developed each centre he encouraged to follow common sense aptitude tests such determining the trainees aptitude to work with hands etc.

(III) RECOMMENDATION.

In the selection of trainees consideration should be given to the following points:

(i) Rural back ground

(ii) Matriculates or above with preference to those who have had some Agriculture training.

(iii) Diploma in Agriculture.

(iv) Only those who show a strong desire to do village work should be recruited or sent for training.

(v) They should be physically fit for the job and should pass a medical test.

(vi) The age limit should be 18 to 40 years with emphasis on emotional stability.

B. RECOMMENDATION.

Syllabus of training centre at least 50% of the trainees should be devoted to 'village work and out of the remaining 50% or less not more than 1/3 be devoted to lectures and the remaining time should be utilised for group discussions and practicals and demostration at the Centre.

Recommendation 2:—Since the need for large number of trained workers will remain for some time to come we feel that a minimum period of six months training should remain but the training should be supplemented with in service training while the Village Level Workers are at their jobs.

Since the trainees is to be a multipurpose work it automatically follows that he must be trained in a minimum number of skill in each of the subject matter areas that he is expected to serve. Since these needs will with regions each Centre will have to work out the minimum number of necessary skills.

(II) Further more it was emphasized that for each skill an illustrated simplified pamphlet be prepared and given to each trainee who has been taught the skill. The respective teachers are to prepare the pamphlets on the skils taught by them. We recommend that the illustrated pamphlets be prepared by the Centre.

C. RECOMMENDATION-EQUIPMENT OF TRAINING CENTRE.

(i) Strenuous efforts should be made by every Principal to build up a suitable library for the Centre. In doing so it is suggested he can take help from Public minded citizens and civic organisations.

(ii) Every training centre be provided a fleet of cycles *i. e.* per trainee for village work, besides we recommend that a jeep and a pick up or a truck be provided for each training centre.

(iii) Each Principal should make strenuous efforts to provide audio visual training aid for his centre.

(iv) Each Centre should build up Museum. A well equiped work shop with emphasis on hand tools directed towards meeting the needs of village people is considered essential for each training centre.

(v) Each training centre be allotted a small form of 10-12 acres so they can get experience of working directly on the soil.

(vi) Each training centre should provide adequate living accommodation for the trainees to ensure health and high moral. Adequate sanitary water supply Electricity whenever possible and sanitary arrangements should be made.

D. SPIRITUAL, RECREATIONAL ETC. ACTIVITIES AT THE CENTRE

Recommendation (1) Each training Centre should have a Radio and a few musical instruments.

(i) The trainees should take part in organising village Bhajans keertans according to the customs and interest of the people. Because of the great importance of spiritual development along side Development work the prayer should be a part of the well organised training programme. These should be undertaken in a solemn and thoughtful manner so that they do not become mechanical or routine.

(ii) Physical training is considered an essential part of a training programme and suitable time should be provided for it. The recreational and P. T. activities should have a fold object. One for the trainees themselves and the other to help them to introduce the same in their villages.

(iii) The training Centre should encourage the development of folk songs on regional basis and exchange the same amongst themselves to enrich their own collection.

(iv) Suitable dialogues concerning village life in order to illustrate the specific problems should be produced by the Agricultural Extension Commissioner and made available to the training centre.

DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

(i) It should not be presumed that every trainee who joins the Centre is fit for graduation Each trainee must earn a sight to be a village worker by proving his worth through practical and theory tests. A careful record of each trainee should be maintained so that at the end of the term we can evaluate what he has learnt in each of the subject matter, secondly how he is able to apply what he has learnt in the villages and thirdly his acceptability in the villages.

(ii) Particular attention should be paid to weeding undesirable trainees within the first two months as far as possible.

(iii) Some methods should be developed to evaluate the village worker in the project area following his graduation from the Training Centre.

SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWSLETTER.

(i) Every one must realise the importance of submitting systematic statistical report each month on the prescribed proforma.

(ii) The Agricultural Extension Commissioner's office should undertake the organisation and processing of a newsletter showing important items of training programmes of all the Centres. In order this may work, each individual Principal should take up the responsibility of sending in relevant meterial which shou'd be carefully prepared to be of use the principals of other Training Centres.

The newsletter should also contain a question and answer column, besides important points on Extension Training from other countries. At least 10 copies of the newsletter should be sent to each training Centre free of cost.

Seminars for staff and trainees etc. etc.

Recommendation (1) Definite time should be allowed for group discussion on village work and training programme.

(i) One period at least should be devoted for larger group discussions once a week and one period for group discussions once a week. When the trainees go to villages they should be allotted time for small group discussions on village problems and work to be undertaken.

(ii) It would be very desirable if six monthly meetings of Principals are held at least for the first two years to iron out differences and exchange experiences.

STAFF.

Basing on the minimum of 80 trainees per Centre the minimum staff requirements should be

1. Principal in class I.
2. At least half of the instructional staff be members of class II service.
3. The staff should comprise the following:—

    (a) Two Agriculturist one for extension methods.

(b) One Public Health Specialist either a sanitary engineer or sanitary Inspector with emphasis on village sanitation,

(c) One medical man.

(d) One Veterinary and Animal Husbandry.

(e) One Co-operation and Panchayat.

(f) Two educationists.

(g) One Civil Engineer, Irrigation, Village Housing and Roads.

(h One Agricultural Engineer, mechanical shops.

(1) A black-smith and carpenter may be provided at each Centre, but as far as the other low paid staff is concerned a bare minimum may be appointed taking care that the teachers do not get assistants so that they do not have to dirty their hands If however some technical assistance is required it may be had from the specialists of the Department on temporary basis.

(2) To assist in trainee relationship with the villagers a trained graduate of the Centre may be appointed on the same grades and conditions he would get in the project area.

(ii) It was agreed that the staff members should stay on the promises to make the training more effective as such is desired that the State Government should provide adequate and free residential accommodation to the members of the staff.

The Agricultural Extension Commissioner may be requested to organise a special course in Extension methods to be attended by the Extension lecturers. Such a training course exists at Allahabad and as many of lecturers as possible may be got trained at that Centre as quickly as possible.

Report of the Group No. II consisting of

Shri K. R. Patel (Bombay.)

Shri T. Bulls (T. C. A.)

Shri Premsagar (Himachal Pradesh.)

Shri A. C. Sinha (Bihar.)

Shri E. P. Creech (T. C A.)

Shri B. C. Dass (Allahabad Agr. Institute.)

and Shri T. A. Koshey (Allahabad Agr. Institute.)

SELECTION OF TRAINEES.

(1) QUALIFICATIONS :

(a) Village background (must have lived in a village for at least 5 years after the age of 12.)

(b) Some practical experience in working on a farm essential.

(c) Matriculate -(In exceptional cases those below matriculation may be admitted.)

(2) AGE :

Minimum age 20. Preference to those between 20 and 25 may be given.

Note:—A uniform application form should be designed to get all the necessary information including those given above.

(3) APTITUDE TESTS :

All available information in India on aptitude tests, pre-selection tests, etc. should be collected and a standard procedure for selection of trainees should be worked out. This should be made available to all bodies making selection of trainees.

The group recommends that the appointment of trainees as Village Level Workers should be made only after the successful completion of the training and not at the time of selection.

The group also recommends that sufficient publicity should be given in the villages when vacancies for village level workers are advertised in the newspapers. It is suggested that such advertisements should be given in village newspapers when they do exist in any State.

At the time of selection care should be taken to select trainees from such areas which have conditions similar to those of the Project area in which the trainee is finally to be posted. We do not feel that trainees should be selected only from the Project area.

(iii) We agree to this proposal and suggest that the following be a committee for selection of trainees :—

1. A representative of the Development Department.
2. A representative of the Agriculture Department
3. Principal of the Training Centre.
4. Any other members wherever felt necessary.

The group suggests that the possibility of associating a State's agricultural college with the Extension Training Centre should receive careful consideration.

SUBJECT NO. II--SYLLABUS OF TRAINING CENTRE.

(i) and (ii) The group is of the opinion that the basic content of the training course should be the same for every centre but with sufficient "flexibility for necessary changes to suit local conditions.

The group suggests the following subjects for inclusion in the syllabus:-

1. Social Education.
2. Agricultural Extension.
3. Agriculture (Animal Husbandry and Dairying, Irrigation. Fruit and Vegetable etc.)
4. Cattle diseases and their prevention and control.
5. Co-operation.
6. Public Health and Sanitation.
7. Panchayat.
8. Cottage Industries.
9. Rural recreation.
10. Home Science (Foods and nutrition, sewing, child care etc.)

Note:—The last subject should be included so that the trainees may help organise work among women.

(iii) The group suggests the ratio of 4: 2 between village work and class room discussion.

Note:—The group suggests that the word 'Lecture' be eleminated and the word "Discussion" be substituted instead.

(iv) This should be left to the individual training centre but the group agrees that a certain number skill should be taught if time permits.

(v) If the trainees have agricultural background, the group suggests the training should be for six months. After the trainees have joined the project they should be brought back to the training centre for two weeks workshop every six months.

(vi) The group suggests that the staff of the training centre should visit the community project villages occasionally and observe

the village programme and operation of the former trainees study the problems which they have faced and how they solved them and report these to the staff of the training centre in order to co-ordinate the training with the problems of the project.

SUBJECT NO. III–EQUIPMENT OF TRAINING CENTRE.

(i) A list of books essential for the training centre Library should be prepared and steps should be taken to procure them and supply them without much delay to each of the training centres

(ii) Film projector and screen.

Generator.

Public Address System.

Folding black-boards.

Flannelgraph equipment.

Flash cards.

Filmstrip Projector and Filmstrips.

Posters, charts, models.

Seeds, fertilizer etc. for display.

The group also suggests that a medicine kit should also be supplied to each centre.

(iii) The group agrees that a museum should be established at each training centre.

(iv) Adequate workshop facilities should be provided for repare of implements, equipment and for minor constructions.

(v) A demonstration form should be established in connection with each centre. Wherever possible, about half an acre per student would be desirable

(vi) Improved implements, plant protection equipment, insecticides, fungicides etc. should be provided for each training centre.

(vii) A truck should be provided for every 40 students at a centre.

SUBJECT NO. IV.--SPIRITUAL, RECREATIONAL & PHYSICAL DEVELOPMENT ACTIVITIES AT THE TRAINING CENTRE.

(i) The group is of the opinion that adequate facilities for recreational and cultural development of the students should be provided at each centre. It is also suggested that where there is no

special staff available for these activities a part-time teacher should be provided to organise recreation and cultural activities.

(ii) It was reported that every centre begins each day with prayer and the group recommends that this practice should continue. In some centres physical training is also an activity each morning. The group feels that this matter may be left to each training centre to decide.

(iii) About dramas, folk songs etc., the group feels that plays, folk songs etc., have great importance in the educational programme of extension and, therefore, the trainees should be encouraged to make use of these. They should try to revive and propagate folk songs and stage plays of educational and social value at the centre to which villagers may be invited. Wherever possible such activities may be linked up with the social education programme of the community projects or of the State.

(iv) The group is of the opinion that trainees should participate in well known fairs and village festivals in the area of the training centre but it adds that in all such cases the trainees and the training centre should remain in the background. This is necessary because these festivals etc. should be organised by the village people and the responsibility for such programmes should not be taken up by the training centre.

SUBJECT NO. V.—DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

The group suggests the following form for an all India certificate to be given to successful trainees of Extension Training Centre.

SEAL OF THE

GOVERNMENT OF INDIA

MINISTRY OF FOOD AND AGRICULTURE

EXTENSION TRAINING DIPLOMA.

This is to certify that Shri.......................of........................ village/town.........................has successfully completed an Extension Training Course of .....months duration from ....to...........at........ Centre.

Agricultural Extension Commissioner, G. I.

Development Commissioner (State)

Principal, Training Centre...................

As for the badge the group submits the following rough outline of a proposed badge for 'Gram Sewaks'.

Seal of the

G/I

Symbol of Extension.

In this connection the group wishes to point out that the term' Gram Sewak' is not acceptable in all States because in some States this term is already being used for workers as the 'Gram Panchayats' as in Bihar. In Bihar the term 'Jan Sewak' has been registered for village level workers. It would be desirable to coin a term for village level workers which would be acceptable throughout India.

(ii) The group suggests that an Examination Board be set up in each State in order to set standards for the examination to be conducted. The group strongly recommends that the examination should be conducted by the teachers themselves of each centre. It is also recommended that there should be periodical tests, preferably after the first month, both in theory and in practice, throughout the duration of the course and there should also be a final written examination at the end of the course. The weightage for marks for periodical tests and the final examination in determining passing or failing of a student should be left to the centre concerned but the group suggests that 60 per cent for periodical tests and 40 per cent for final examination would be satisfactory.

(iii) The group feels that it is extremely important to have close co-ordination between the training programme and the work of the trainees in each project after they have left the training centre. In order to effect this co-ordination, the group suggests the following steps:

(a) The staff of the training centre should be encouraged to visit the community projects occasionally in order to evaluate the achievements of their trainees in the field.

(b) The project officer and staff should visit the training centre from time to time to discuss problems of mutual interest and special problems of the community projects with the staff and trainees of the centre.

NOTE:—The group suggests that all members of the staff at a training centre should themselves, receive training in extension methods

before they are asked to teach at any extension training centre. The group also wishes to emphasise its earlier recommendation that a two week's workship be arranged for village level workers at the training centre every six months after they have left the training centre.

SUBJECT NO. VI — SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWSLETTER.

(i) The group recommends that there should be a monthly newsletter in English, giving news of the training centre, description of special problems which came up at the training centre and how they were solved and any other news of interest. Copies of these should be supplied to all the other training centres.

(ii) In those States, where there is no village newspaper, the training centre may publish a village newspaper in the local language, in which articles may be contributed by the staff, trainees and workers in the community projects: This may be made available to other centres on payment. Such a village newspaper is published by the Muzaffarpur Training Centre. It is published fortnightly and is at present subscribed by 350 subsribers. It has an Editorial Board consisting of the Principal, the Project Executive Officer, the Deputy Director of Agriculture and a Managing Editor who is a trainee at the centre. It is financed by private funds at present.

The group recommends that the newsletter from Community Projects Administration should be sent to all training centres. The group further suggests that the mailing address of all training centres should be made available to each Centre as soon as possible.

SUBJECT NO. VII.—SEMINARS FOR STAFF AND TRAINEES TO DISCUSS AND EXCHANGE IDEAS ABOUT TRAINING CENTRE EXPERIENCE AND VILLAGE WORK EXPERIENCE.

The group feels that such seminars to be effective should be only for the staff and may be arranged on a regional basis. The group does not feel that trainees should be included in such seminars as no useful purpose will be served by it.

SUBJECT NO. VIII—MISCELLANEOUS.

After considering the staff at present employed at Muzaffarpur (Bihar), at Anand (Bombay), and at Sindewahi (M. P.), Centres, the group recommends the following staff for each training centre—

		Number
Principal—(Extension or Agriculture)	...	1
Agriculture	...	2
Social Education (Recreational and cultural)	...	2
Co-operation-cum-Gram Panchyat	...	1
Public Health	...	1
Veterinary	...	1
Livestock	...	1
Agricultural Engineering ...	...	1
Audio-visual-Photography, Artist etc.	...	1
Cottage Industries	...	1
TOTAL	...	12

STAFF HOUSING:

As far as possible, quarters, preferably rent free, should be provided to each staff member at the centre. However, if this cannot be done, house-rent allowance should be paid.

The group recommends that there should be a break of two weeks after each course to enable the staff to spend time in the community project villages and to prepare materials for the next course. The group also recommends that once in every two years (after four courses), each member of the staff should be provided opportunity for a refresher training in his subject for approximately one month.

SUBJECT NO. IX—PARTICIPATION OF TRAINEES AND STAFF AS WORKING GRAM SEWAKS IN DEVELOPING VILLAGES NEAR TRAINING CENTRE.

The group strongly recommends that all training centres should have a development block attached to it and the Principal of the Training Centre should be in charge of that block. If a centre is located in a community project area, the development block in which the villages around the centre are located, should be allotted to the training centre and the Principal should be in charge of development work in that block. This is necessary to avoid dual control

Trainees should visit villages from the beginning of the course but they should be entrusted with the responsibility of development work only after they have spent at least one month at the training centre.

REPORT OF THE GROUP NO. III CONSISTING OF:—

1. Shri J. N. Kusari– West Bengal) (present on 27th April only.)
2. Shri T. P. S. Choudhary (Bihar).
3. Shri R. Alagiamanabalan (Madras).
4. Shri Barkat Narain (CPA).
5. Shri Cal Svinth (TCA).
6. Shri Kalidas Sawhney – (Convener).

SUBJECT NO. I—SELECTION OF TRAINEES.

The sub-committee recommended that

(i) (a) The initial qualification for trainees as village level workers should be one year's course in an agricultural school, preference being given to matriculates and applicants from rural areas. If agriculturally trained personnel is not available, matriculation should be the minimum qualification, exception, however, may be made in the case of women candidates provided they have studied up to matriculation and possess experience of social work and/or craft.

(b) The candidates should be physically fit for life in rural areas.

(ii) Aptitude tests are essential for the selection of right type of trainees and should be standardised in consultation with psychatrists attached to teaching institutions. Seven days should be the minimum time taken for selections; the test should include manual work in the field.

(iii) The Principal of the training centre should be a member of the selection committee.

SUBJECT NO. II SYLLABUS ON TRAINING CENTRE

The sub-committee recommended that

(i) The Indian Council of Agricultural Research in Consultation with Development Commissioners and Principals of Extension Training Centres should frame a uniform syllabus.

(ii) Syllabi should be uniform, subject to any minor modifications required by local conditions and the duration of the course.

(iii) The mornings should usually be sent in practical training in the villages, farms or other instituations, and the afternoons should be devoted to lectures.

(iv) Apart from technical training in forming, public health etc, training should be given in at least two crafts.

(v) The existing duration of six months for the extension course is inadequate in the course should cover a period of at least 12 months.

(vi) Generally speaking, village problems, owing to their diversity, cannot b- made a basis for a uniform syllabus for the whole country, Curriculum can, however, be adjusted to some extent to take account of local village problems.

SUBJECT NO III—EQUIPMENT OF TRAINING CENTRE.

The sub-committee recommended that

(i) each training centre should possess a library consisting of a minimum of 300 books in addition to about a dozen journals and magazines and two or three daily newspapers.

(ii) The following audio-visual equipment should be supplied to each training centre: —

1.	Radio set	...	one
2.	Projector and screen	...	one each
3.	Slide projector ...	...	one
4.	Camera ...	...	two (including a movie camera)
5.	Projection lamp	...	one
6.	Generating set ..	...	one each
7.	Photo developing instruments.		one set.
8.	Loud speaker and amplifier ..		one
9.	Gramophone ...	...	one (with necessary records).
10.	Duplicator ...	...	one

(iii) Each training centre should establish a museum showing in models and charts, the improvements recommended for adoption in villages served by it.

(iv) Suitable workshop facilities should be provided for each centre.

(v) A demonstration farm of about 30 acres with necessary staff is essential for the proper training of students in agricultural work.

SUBJECT NO. IV—SPIRITUAL RECREATIONAL AND PHYSICAL DEVELOPMENT ACTIVITIES AT THE TRAINING CENTRE.

The sub-committee recommended that

(i) adequate recreational and cultural facilities, suited to the genius and the needs of the people should be provided.

(ii) Community prayers should be organised and encouraged.

(iii) Dramas, folk songs etc. should be staged and organised wherever possible. These should preferably relate to the advantages of the rural development work undertaken in the project area.

(iv) The students and the staff of the centre should, whenever possible, participate in the principal, fairs and village festivals in the area in which the training centre is situated.

SUBJECT NO. V.—DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

SUBJECT NO. VII.—SEMINARS FOR STAFF AND TRAINEES TO DISCUSS AND EXCHANGE IDEAS ABOUT TRAINING CENTRE EXPERIENCE & VILLAGE WORK EXPERIENCE.

The sub-committee recommended that

(i) subject to a uniform syllabus and period of training being introduced, an all India certificate and a badge should be granted to successful trainees, badges should be worn on special occasions only.

(ii) Monthly evaluation of work comprising theory, practice and application to village work should be regularly carried out during the progress of the course, and due credit should be given for it in the final test. The final test should cover the entire training in an integrated manner and should lay emphasis on the solution of village problems

(iii) Follow up by the training centre of the trainees achievements in service is necessary. This should be arranged for by c) close cooperation between the Principal of the Centre and the project Executive Officers, (b) holding annual State seminar for Village Level Workers, Training Centre and Project staff to discuss the principal village development problem of the area, (c) allowing periodical visits by the training staff to the project areas to obtain first-hand knowledge of actual village problems and (d) occasional visits by the Community Project Officers to the training centres.

SUBJECT NO. VI.—SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWSLETTER.

The sub-committee rec mmended that—

(i) Small cyclostyled news letter in Local Language should be issued fortnightly or monthly for Local circulation.

(ii) The circulation of such newsletter by such centre to all the others in India is not likely to serve any useful purpose.

SUBJECT NO. VIII.—MISCELLANEOUS.

The sub-committee agreed that

(i) The residence of the training staff at the centre is necessary. Therefore, suitable free residential accommodation should be provided.

(ii) For refresher training, periodical short time visits by the training staff to research stations or similar other institutions should be arranged.

(iii) A rest period of 7 to 15 days should be allowed to the staff between two courses.

(iv) If a school exists within a convenient distance of the Extension Training Centre, the children of the staff should be provided with free conveyance.

(v) Provision of suitable medical aid for staff and trainees is necessary. If the training centre is not at a convenient distance from a hospital or dispensary, a dispensary should

be set up at the centre with a whole time qualified compounder incharge. Arrangements should also be made for a medical officer to visit the centre at least twice a week and in urgent cases, whenever necessary.

SUBJECT NO. IX.—PARTICIPATION OF TRAINEES AND STAFF AS WORKING 'GRAM SEWAKS' IN DEVELOPING VILLAGES NEAR TRAINING CENTRE:

The sub-committee recommended that the trainees and the staff of the training centre should participate in developing the villages adjoining the centre for training purposes. Help should also be given in securing necessary supplies of improved seeds, manure and the like, required by such villages. The details of such participation may be left to the Principal of the Training Centre.

P. S. In connection with subject I the sub-committee also recommended that if any of the large number of Agricultural Graduates unemployed at present offer themselves for appointment as Village Level Workers they should be recruited in preference to others. They should be given a 3 months training in extension methods and posted as Gram Sewaks. Their employment in this capacity for one year should be treated as probation for subsequent appointment (a) to supervisory posts in the Project areas, (b) in the proposed National Extension Service, or (c) in the State Agriculture Departments.

REPORT OF THE GROUP NO. IV CONSISTING OF

1. Shri Earl E. Julson (TCA)
2. Shri K. Bhushanam (Madras)
3. Shri Dick V. Fagan (TCA)
4. Shri R. S. Shivalker (Madhya Pradesh)
5. Shri Atkins (TCA)
6. Shri Mishri Lal Saxena — Convener

SELECTION OF TRAINEES

(I) Qualifications (initial) — The candidate seeking admission in any training centre must be Matric Pass or must have passed any other equivalent Examination. He should be between 20 and 25 years in age.

(II) Standardisation of aptitude, tests time taken in selection of trainees.	Recommendations communicated by the Government of India in this connection may be followed. This test should consist of— (i) PHYSICAL FITNESS including medical Examination by a qualified Doctor. (ii) Interview by a Selection Committee to test personality intelligence and village back ground. A set of suitable questions may be framed by a Committee in consultation with Psychologists. Time taken in selection should not exceed two days for a batch of candidates to be interviewed at one time.
(III) Inclusion of the Principal in the Selection Committee.	Principal should be included in the Selection Committee.

SYLLABUS OF TRAINING CENTRE

(I) Curriculum Organisation.	A Special Committee may be appointed to draw out General curriculum for all Centres of training for village level workers in consultation with various Ministries concerned in the Centre.
(II) Uniformity on otherwise of syllabus.	-do-
(III) Balancing training programme between village work experience and lectures.	Balance 35% and 65% or 1/3 theory or 2/3 practical.
(IV) Teaching a minimum number of skills.	Such skill be taught as are necessary for understanding and demonstrating the basic principles and technique to develop Agriculture, Animal Husbandry, Health and Hygine etc.
(V) Duration of course.	Six months for already technically trained candidates and one year for others with six months extension.

(VI). Village problems as a basis for syllabus and curriculum development.	Curriculum should be based on local problems.

EQUIPMENT OF TRAINING CENTRE

(I) A library with a minimum number of suitable books.	A list of suitable of reference books for the staff may be drawn up and arrangement may be made to supply them without delay. Similarly a list of suitable books for the use of the trainees in Indian languages be drawn up and arrangement may be made to supply them. If such books in Indian languages are not available efforts may be made to supply these immediately.
(II) Items of audio visual equipment.	Arrangement for the supply of audio visual equipment together with films, film strip, posters charts etc. on each major subject if possible depecting, rural life, be hastened.
(III) Gradual establishment of a museam at the training centre showing in models and charts the improvements recommended by various departments	Agreed. It should be done.
(IV) Adequate Workshop facilities.	Necessary tools in adequate number to work in wood and iron and for the repairs of Farm machinery such as pumps engine Persian wheel etc. It is also recommended that a qualified and expert Mechanic be attached to the Centre on a suitable Grade.
(V) Usefulness of small demonstration farms attached to the training centre.	An area of ten acres of land be attached to the each Centre for practical demonstration work with necessary equipment such as cultivator etc

SPIRITUAL RECREATIONAL AND PHYSICAL DEVELOPMENT ACTIVITIES AT THE TRAINING CENTRE.

(1) Facilities for recreation and cultural development.	Recommends that facilities for indoor and outdoor games be provided at each Centre and the trainees be taught how to organise common village games consider this one of the important measures to reach villagers.
(II) Prayers.	There should be a common prayer held regularly every day at the Training Centre. A copy of the daily programme is appended for adoption after necessary modification.
(III) Dramas, Folk Songs etc.	The trainees be given training in organising Dramas, Folk Songs and other social functions by the Instructor in Social Education.
(IV)	The training centre staff should guide trainees in organising Melas and Fairs with the cooperation and full responsibility of the villages. Instructive demonstrations should be arranged on such occasions. The trainees should see to the safe water supply and sanitary facilities for the public in the Melas.

DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

(I) An all India certificate and badge for trained Gram Sewak.	An all India certificate is necessary but not the badge.
(II) Nature of final test and intermediate evaluation of work for credit in the final test.	There should be a regular periodical evaluation of the work of the trainees both written and observation by the Instructors during the entire period of training of six months including the final test. The relative weights of the written and practical work should be in the same proportion namely 65% to 35% just as the time devoted to class room and field work.

(III) Follow up by the centre of the trainees future achievements in the project work.	These should certainly be a follow up by the Centre's staff with the coordination and cooperation of the Project Staff.

SYSTEM REPORTING AND DEVELOPMENT OF TRAINING NEWSLETTER

(I) Small cyclostyled Quite Necessary newsletter from the Centre with contributions by farm leaders staff and students.	
(II) Circulation of such by each Centre to all the others in India.	Circulation of Newsletter is also necessary The Central Office at Delhi should take necessary action in collecting & distributing them to all the training centres in India. In order to encourage, interchange of such information between the training centres such an action is necessary.

SENINARS FOR STAFF AND TRAINEES TO DISCUSS AND EXCHANGE IDEAS ABOUT TRAINING CENTRE EXPERIENCE AND VILLAGE WORK EXPERIENCE

Seminars are essential. The regional seminars of training staff should be held twice a year. The Central Office at Delhi should decide the regions and procedure for holding them. There should be an All India Seminars of all the Principals once a year at any place to be fixed by the Centre.

MISCELLANEOUS.

(1) The members of the staff must be made to reside at the training Centre to which they belong and for that purpose family quarters must be provided to them.

(2) Standardisation of pay of the Principal and the staff is a very essential such a step will help remove many difficulties which come on the way of the staff with regard to housing and children's education etc.

(3) The teaching staff should be given two weeks rest at the end of a session of six months.

PARTICIPATION OF TRAINEES AND STAFF

(I) Desirability or otherwise.	1.	Participation of trainees and staff in developing villages near the training centre is desirable.
(II) Method of operation.	2.	Two trainees may be entrusted to do the village work under the supervision of one of the Instructors of the Centre.
(III) Duration of such work during the course.	3.	Entire period of trainings.
(IV) Stage during the course at which the trainees should be entrusted with such work.	4.	After a month's training at the Centre the trainee can be entrusted to do village work independently.

LIST OF STAFF.

The following posts are recommended for each Training Centre having a minimum capacity of 40 trainees.

A. TRAINING STAFF.

(1) Principal – With agricultural back ground.

(2) Instructor in Agricultural ... 1

(3) Horticulture and Plant Protection

(4) Instructor in Cooperation and Panchayat 1

(5) Instructor in Public Health and Sanitation also working as centres Doctor 1

(6) Instructor in Animal Husbandry and Veterinary 1

(7) Instructor in Social and adult Education 1

(8) Instructor in Cottage Industries ... 1

B. MINISTERIAL STAFF

Head Clerk	1
Accountant	1
Typist	1

C. TECHNICAL STAFF

Mechanic	1
Drivers of cars	2
Engine Boy on the pumping plant ...	1

D. INFERIOR STAFF

Peons	2
Watchmen	2
Messengers	2
Sweeper...	1
Bhisti	1

GOVERNMENT EXTENSION TRAINING CENTRE ANTRI MADHYA BHARAT.

DAILY ROUTINE OF TRAINEES

4-30 A. M.	Reveille.
5-00 A. M. to 5-15 A. M.	Prayer and Flag Hoisting Ceremony.
5-30 A. M. to 6-00 A. M.	Washing and Cleaning.
6-00 A. M. to 6-15 A. M.	Breakfast.
6-15 A. M. to 10-15 A. M.	Practical Training.
10-15 A. M. to 2-00 P. M.	Bathing, Lunch and rest.
2-00 P. M. to 5-30 P. M.	Theoritical classes.
5-30 P. M. to 5-45 P. M.	Evening Tea.
5-45 P. M. to 6-45 P. M.	Games and Sports.
6-45 P. M. to 7-00 P. M.	Prayer.
7-00 P. M. to 7-30 P. M.	Newspaper Reading.

REPORT OF THE GROUP NO. V CONSISTING OF

(1) Shri K. S. Krishnamurthi (Madras)

(2) Shri Martin L. Howell (T. C. A.)

(3) Shri B. B. Yeligar (Bombay)

(4) Shri W. W. McIlroy (T. C. A.)

(5) Shri Chanda Singh (PEPSU)

(6) Shri James C. Yeary (T. C. A.)

(7) Shri J. N. Misra (U. P.)

(8) Shri D. N. Singh (U. P.) — Convener

SELECTION OF TRAINEES

(1) Qualifications (initial)

(a) **Raw Recruits**—Agricultural Diplomates, Matriculate or persons with equivalent qualifications preferably with agriculture as optional subject.

They should be of rural areas particularly from agricultural class.
Minimum age limit — 20 years

(b) **Departmental employees**—Question of qualification does not come in. Most capable ones to be selected first for the training.

(2) Aptitude tests

(a) **Raw Recruits**—Standardised Government of India aptitude tests to be adopted (Tests for general knowledge, endurance and close watch on what the candidate does and how he behaves during the period of stay at the place of selection.

Duration of selections period—at least 6 days.

(b) **Departmental candidates**—Character entries and interview by the Selection Board.

(3) Principal must be on the Selection committee and his opinion should be given due weight.

SYLLABUS OF TRAINING CENTRE

(1) **Curriculum Organisation**:—It should be based on

(a) Organisation of the problems in seasonal sequence.

(b) Giving most time to most important problems.

(c) Tackling problems that cultivators can do something about.

(2) **Syllabus**:—It should be uniform all over with slight modifications according to local conditions.

(3) **Balancing Training Programme**

(a) Minimum—one month for orientation.

(b) Trainee should be initiated through successful experiences of village approach which may require another month.

(c) Next 3 months—Greater part to be spent in the villages.

Formulation of programmes for the villages in view of their needs and fixing up priorities according to felt needs.

(d) Last month should be devoted to educational excursions (sight seeding), finalising result demonstrations and final tests.

(4) **Teaching a minimum No of skills**

Skills within the subjects prescribed:—Minimum No. 5 according to the needs and practices of different localities.

(5) **Duration of course**

One year—Modifications to be made in view of the 5 year plan by the States concerned. Minimum period of training in any State should not be less than six months.

(6) Already discussed in item 3.

EQUIPMENT OF TRAINING CENTRE

(1) **Library**

Minimum No of books—200 on the prescribed subjects, in the beginning. More should be added on as and when new useful books are available. Publications of various training centres and those brought out by the Centre should be regularly supplied. Besides, 6 journals or Newsletters published in the districts around should be subscribed.

(2) Audio-visual equipments

Radio, gramophone with suitable records, purdah for plays and dramas; dresses and other accessories required for the use of the actors, Musical instruments, Projector and films, Camera and allied equipment, Developing, cart with shock proof arrangement, charts and flannel graphs.

(3) Yes.

(4) Yes.

(5) Yes–Minimum 50 acres in the Punjab and PEPSU and 20 acres in other States.

4. SPIRITUAL, RECREATIONAL AND PHYSICAL DEVELOPMENT ACTIVITIES AT THE TRAINING CENTRES:—

(1) Yes, they should exist.

Besides those mentioned under item 2 of the equipment of the training centre (Audio-visual equipment) the following equipments should also be provided :

Tug of war rope, hammer, Chest expander, Mugdars, shot-put, lifting weights, volley ball and nets etc., Tennicoit, Dodge ball, foot ball, chess, drafts and carrum.

Literature on spiritual subjects etc.

(2) Yes.

(3) Yes.

(4) Yes, they must.

5. DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES :

(1) Yes.

(2) There should be bi-monthly evaluation of the work of the trainees. Grading of the trainees should rest entirely with the principal and the instructors.

(3) Project Executive Officers report about the work of the V.L.Ws. should be obtained and short-comings of the trainees, if any, should be removed in refresher's camp.

6. SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWSLETTER:

(1) Yes.

(2) Yes.

7. SEMINARS FOR STAFF AND TRAINEES TO DISCUSS AND EXCHANGE IDEAS ABOUT TRAINING CENTRE EXPERIENCE AND VILLAGE WORK EXPERIENCE.

Seminars – Twice a year on State basis.

Seminars – Twice a year on All-India basis for the principals only.

8. MISCELLANEOUS

Matters concerning staff welfare (housing, refresher training, rest period between courses, education for children etc.

(a) **Housing**:—Every member of the staff should be provided with rent free accommodation at spot. In the meanwhile, the staff should be provided with free transport arrangements. These trips should be limited to going for food and bringing the staff for work and taking them back home after the day's works.

(b) **Refresher Training**:—The instructors will go to their parent institutions once a year for a week.

(c) **Rest between courses**:—At least a fortnight's rest between two courses.

(d) **Education for children**:—Compensatory allowances to the staff for managing the education of their children.

9. PARTICIPATION OF TRAINEES AND STAFF AS WORKING GRAM SEWAKS IN DEVELOPING VILLAGES NEAR TRAINING CENTRE:—

(1) Desirability or otherwise—

Already working in the villages as such.

(2) Method of operation—As detailed in the break up of the six months' syllabus.

(3)
(4) } Already discussed.

(5) Staff required

Principal—Class I.

Training Officer (Agriculture)—Two in class II Service.

Training Officer (Animal Hunsbandry) One in class II Service.

Training Officer (Public Health) One in class II Service.

Training Officer (Cooperation) One in class II Service.

Training Officer (Social Education) One in class II Service and (Village Participation).

Training Officer (Agricultural Engineer) One in class II Service.

Training Officer, Farm Manager—One Subordinate Agricultural Service.

Training Officer, Assistant Farm Manager—one Subordinate Agricultural Service.

Training Officer, P. W. D. Overseer.

Training Officer, Stockman One—Subordinate Service.

Health or Sanitary Inspector One— -do-

Office Staff

Ministerial

One Manager/Head Clerk

One Upper Division Clerk (for Accounts)

One Lower Division Clerk

One Steno-typist

One Farm Clerk.

Inferior

Two orderlies for the Principal and one for every Gazetted Officer.

Two Office peons.

Two messengers.

Two Watchmen for the Centre and two for the farm, one for the hostel, one waterman, one duftari, one Bhisti, one sweeper.

REPORT OF THE GROUP NO. VI CONSISTING OF:—

1. Mr. Frank W. Sheppard. T. C. A.
2. Mr. Marshall D. Fox. T. C. A.
3. Shri Jaipal Mehta. C. P. A.
4. Shri J S. Kaushiv. Uttar Pradesh.
5. Shri B. M. Panday. Uttar Pradesh.
6. Dr. M S. Nair. Travancore-Cochin. (Convener).

I. SELECTION OF TRAINEES.

(1) Qualification.

(i) Agricultural diploma holders or equivalent.

(ii) Matriculation-pass.

(iii) Employees in Development Departments who have put in at least five year's experience in service.

(iv) The maximum age limit should be thirty five.

(2) Standardisation of tests etc.

Aptitude tests should include ability to address groups, organise group activities, willingness to do any kind of manual field work, the time taken for screening out the trainees after the provisonal selection, should not exceed two weeks.

(3) The Principal must be a member of the selection committee in all its stages and the selection board will select a number ten per cent more than the number actually needed.

II. SYLLABUS OF TRAINING CENTRE.

(1) Curriculum–A model curriculum prepared by the centre (Government of India Officer) with margin for modifications to fit into the local conditions may be prescribed and circulated.

(2) As far as basic principles are concerned there must be uniformity.

(3) Class room work 25 per cent.
Practical 30 per cent.
Village works. 45 per cent.

(4) A minimum number of skills should be emphasized. The skill include various agricultural operations yoking, ploughing, assembly of implements, sowing, distribution of fertilizers, repair of agricultural implements, castration of stud bulls, ect. etc. inoculations, vaccination – and others considered important in that area.

(5) **Durations.**—Should be six months for multi-purpose village Level workers who hold agricultural diplomas and 18 months for those who do not have any basic qualifications in agriculture.

(6) The local village problems must necessarily be a basis for preparing the syllabus for that particular centre.

III. EQUIPMENT OF TRAINING CENTRE.

(1) A library is essential.

(2) Audio-visual equipment.

(i) 16 mm, movie projector with dyname and generator.

(ii) 35 mm, film, slide and strip projector complete with screen etc.

(iii) A 35 mm, still camera for each centre.

(iv) Charts, posters, premiers falannel graphs, models erc.

(v) Gramophones.

(3) Gradual establishment of a museum is essential.

(4) Adequate work shop facilities must be provided to the centre.

(5) Small demonstration farm attached to each centre is highly desirable.

IV. SPIRITUAL, RECREATIONAL AND PHYSICAL DEVELOPMENT ACTIVITIES.

(1) Facilities should be provided for games like Volleyball, Basket ball, Ring Tennis, and indoor games like carrums, chess etc. The village games common in the area should be encouraged. A small gymnasium equipment is recommended. For cultural development local newspapers must be got in the library. musical instruments like Harmonium, Dholak, Tabla, flute, Syabols etc. must be got for each centre. Trainees should participate in recitations, elocution competitions and debating societies.

(2) Prayers—morning songs expressing dedication to work and strength should be introduced.

3. Along with social education workers, dramas and farce should be encouraged. One man show will be welcome.

4. Exhibitions and social service activities should be arranged by the trainees in the local fairs and festivities in the village.

V. DETERMINING ELIGIBILITY FOR GRADUATION AND EVALUATION OF INDIVIDUAL TRAINEES.

1. An All-India certificate and Badge is essential—the form of certificate and the emblem of the Badge may be fixed by a Committee constituted for the purpose at Delhi.

2. Progress sheets must be maintained for each trainee The proforma of the sheet should cover all aspects, including personality, behaviour, attitude and promptness for work. daily practical works, organisation ability, group leadership, ability to acquire skills, originality and initiative etc. Periodical unannounced test papers should be introduced and the final written examinations should be avoided. There must be a final interview by the board of examiners and the remarking of the trainees should be based upon the records during the entire period of training.

3. The Achievement of trainees as "Gramsevaks" should be followed but the methods of doing it will have to be considered in the light of the following:—

   (a) Whether the Training Centre staff should occasionally visit the "Gramsevaks" at their stations or attend the fortnightly block meetings that are now arranged for them in the respective blocks – this may not be feasible where the Training centre is located far away from the project areas where the Gramsevaks will be working.

   (b) Whether there shall be regional conferences wherein the Gramsevaks, the project staff and the Training centre participate

   (c) Whether the Gramsevaks and the Training Centre keep up direct correspondence how far this is feasible in view of official rules has to be ascertained.

VI. SYSTEMATIC REPORTING AND DEVELOPMENT OF TRAINING NEWSLETTERS.

1. Newsletters are most essential Village leaders, farmers, trainees, staff etc. should all contribute to this – story writing, cartoons etc. should be encouraged. This will create a feeling of letter understanding and healthy competitive spirit among the trainees and farmers.

2. Copies of such news letters should be put out every month by each centre and these should be sorted and revodited at Delhi and circulated to all the projects and Training centres in India as a quarterly newsletter.

VII. SEMINARS FOR STAFF AND TRAINEES ETC.

1. An Alumni Association should be organised at each Training centre and there should be an annual gathering of all the "Gramsevaks" who had their training at that centre, when apportunities should be given to exchange ideas about their village work and experiences etc with the members of the staff and other technicians. It is however expected that necessary funds will be provided towards this item as grant to the Training centre. Arranging these seminars on a region vide basis may not be practicable.

VIII. MISCELLANEOUS.

1. It is understood that all Training centres are to be residential. As such, the staff also should be provided with suitable accommodation and other amenities as far as practicable.

2. It is observed that the teaching staff in the centres procurred from various departments of Government have not proved fully successful, mainly for the following persons:—

   (1) Unwillingness on the part of such staff deputed for the purpose, to leave their present positions in the respective parent department, and to become teachers, without receiving any additional emoluments for the extra work and responsibility.

   (2) Lack of faith in such developmental programmes.

Under the circumstances it would be desirable to get only the most willing and proper men for the teaching work and also to give them due encouragement for the extra work they have to do at the Training Centre.

Occasional refresher training for the staff will prove useful.

The interval between two consecutive sessions may be adjusted according to local needs, but the interval should not exceed two weeks in any case.

Leave rules etc. have to be framed in each centre.

IX. PARTICIPATION OF TRAINEES AND STAFF AS WORKING GRAM SEWAKS ETC.

As a part of the overall programme it would be desirable that the trainees and staff should assist the local staff should in developing villages arround the Training centre, but under no circumstances should it be obligatory that they should work as regular Gramsevaks.

The method of operation depends upon the administrative set up of the projects and the Training centre.

The duration of such work need not be specified but may be spread over the entire period of training.

The stage at which the trainees should be entrusted with such work, should preferably be after the trainees obtain a fundamentat knowledge of the subject matter, and extension principles. Sending oul the trainees for village work at the initial stages may perhaps give them a stimulus for extension activities and work on those lines

Report of the Group No. V11 consisting of

1. Shri H. C. Holmes-Chairman
2. Shri B. Rudramurthy–Secretary.
3. Shri Malcom Orchard (Member).
4. Shri M. B. Singh Nilokheri (Member).
5. Shri G. G. Phadke (Vindhya Pradesh) Member.
6. Shri B. A. Pansare (Hyderabad).
7. Shri R. Klemme (Ford Foundation).

I. SELECTION OF TRAINEES:—

A. Qualifications.

1. Matriculation.
2. Necessary for some agricultural training preference to be given for diploma holders.
3. Son of a cultivator's family or drawn from the background of village life.
4. Matriculate with agriculture optionals.

Note:-(i) Matter of stipends and pay for various levels of educational training and background.

(ii) Chances of further technical training for those from public and who are successful as Village Level Workers.

B. Standardization of tests etc.

3. Steps.

1. Advertisement—and through the Development Department persons from their contacts. Deputy Commissioner consolidates and forwards.

2. Practical test in the training centre.

3. Final selection through the interview.

Note:— (i) Gradual elemination @ 20% each stage.

(ii) One week's test at the training centre.

(iii) Principal to be the Secretary of the Selection Committee and he should have the authority to eleminate at any stage of training such of those trainees who do not fit in.

2. SYLLABUS OF TRAINING CENTRE.

(i) The present procedure that is being followed by the training centre in drawing up syllabus in a way most suited to their condition is good and may continue

(ii) The training centres develop themselves ways and means of teaching soil conservation, and may be included in the syllabus.

(iii) Inclusion of some village industries, economically sound and which give spare time occupation to villagers.

(iv) For people with technical background, more emphasis on practical or field work, and less emphasis on theory. For people without technical background (matriculation etc.) during the first two thirds of the training period 40% be spent in the field training, and 60% on theory. During the last one third of the training period this % allocation or emphasis be reversed.

Note: -Lectures be discouraged. More discussion and demonstration programmed to bring out theory.

For non-technical trainees, the training period has be atleast one and a half year including both theory and practice. For training agricultural by qualified people only 6 month's training programme is enough

3. EQUIPMENT OF TRAINING CENTRE.

(i) Each training Centre send to Delhi a list of books and journals he knows to be of use-Delhi to mineograph and to send to all training centres so that they may procure. Principal suggestions may include local books and publications, pamphlets. etc.

(ii) All Princlpals be encouraged to carefully study the booklet "Motivate, teach, train with radio-visual aids" and order for additional copies with Dr. S. C. Roy.

(2) Every training centre ought to have a camera, projector (also a kerosene operated slide projector with accessary to run strips), flannel graphs.

(3) Principals be encouraged to develop local visual aids such as bulletin boards, charts, flannel graph.

(4) Photographs and pictures of local situations and demonstrations be exhibited in the training centre for the benefit of visiting farmers etc.

(iii) Recommends for the establishment of exhibits of current and usable materials.

(iv) (1) All the equipment and tools necessary to do the common jobs and repairs in villages.

(2) Central Tractor Organisation be requested to send their discarded engines and equipment for the use of the training centre to be used for teaching purposes.

(v) It is consensus of opinion that a demonstration farm (mixed farm) be attached to the Training Centre and that be economically maintained and that should be a minimum of 20 acres and that it should be equipped with ordinary equipment in common use in village areas and that it should be under the control of the Principals of the training centres.

3. SPIRITUAL RECREATIONAL AND PHYSICAL ACTIVITIES AT THE TRAINING CENTRE.

(i) Facilities for recreation and cultural development:- Essentially required. Volleyball, football etc. and Indian village games may be recommended for all the training Centres.

Daily papers-One radio set-group singing, dramas folk arts etc. Training centre library to include books of inspirational value such as important works of great men etc. Dramas and songs and poems written in regional languages may be exchanged between the training centres of the region.

(ii) Prayers: Prayers should be pledged that will have universal application in India regardless of religion faith dedication to work, dignity of labour, nation, to enlightening villagers in the better methods of rural work. Famous poets may be approached for emposing these songs.

(iii) Trainees to put up exhibitions of educational and propoganda value in the fairs and festivals of training centre area villages, jointly with the villagers and other developmental departments.

5. DETERMINING ELIGIBILITY ETC.

(i) All India certificate and badge for trained 'Gram Sewaks':— A uniform (metal) badge for trained Gram Sewaks to designed so that it may help to develop feeling for one India. The different training centres may submit their present badges to the Centre to help evolve a uniform badge Provision be made for presentation of badges for service with distinction. If the badge is of metal it be no longer than an 'eight annas' piece. Uniform certificates be distributed.

(ii) Nature of final tests etc. Grading and evaluating be continued throughout the training programme, and all these be given greater weight including the final test for purposes of placing trainees in classes. Maximum emphasis be placed on the practical work and on the ability to arouse folk leadership.

(iii) Refresher courses be arranged for the Village Level Workers on the extension Training Centres periodically—this will be an opportunity for training staff to rectify the defects in training. Training staff may visit the village level workers in their villages as consultants and not as supervisors; training staff continues to act as advisors to village level workers without interfering with the work of the Project; Project Officers to send reports of the work of village level workers periodically to the training centre.

6. SYSTEMATIC REPORTING ETC.

(i) The Committee strongly recommends that immediate steps be taken to procure mimeo equipment for training centres— T. C. A. to investigate the delay.

Strongly of the opinion that 'Indian Farming' and wherever necessary 'Kheti' and other ICAR publications be sent free to all the Training Centres—

Small cyclostyled newsletter from the training centers be circulated to all the others periodically. Pending supply of cyclostyle machines it is recommended that the training centre print these newsletters and circulate. Interpreting technical material into practical application (subject matter.)

7. SEMINARS.

These seminars be held in each state including trainees Training of staff, village level workers and Project Officers once or twice a year. Strongly recommends region wise conferences of representatives of trainees village level workers, training staff, and Project Officers be held once a year In selecting trainees and village level workers to represent at these conferences, his ability in work and in arousing leadership would be the main consideration.

8. PARTICIPATION OF TRAINEES AND STAFF AS WORKING 'GRAM SEWAKS' IN DEVELOPING VILLAGES NEAR TRAINING CENTRE

(i) Desirable

(ii) Strongly recommends each of the training staff to take up a village nearby the training centre to take up the various activities recommended to trainees in their villages

(iii Permanent.

(iv) Recommended that for those who do not have any technical background, the trainees have to visit the village after the third month of their training programme excepting for occasional visits mainly for purposes of surveying and for group work or for demonstrations that these trainees work as observers and helpers to the village level workers.

9. MISCELLANEOUS.

1. Staff

(A) In general the staff provided to the training centres is adequate. It may be taken for a rule that there should be enough training staff @ 10 trainees to every member of the staff.

(B) Farther away the training centre is from the town the better.

(C) Providing housing facilities for the training centre staff is very urgent since the training staff have to be associated with the trainees throughout. In view of this difficulty being experienced the committee strongly recommends house building demonstration, and the training centres be permitted to spend on materials and skilled labour so that they build their houses most efficiently and quickly. Training centres be permitted to develop their own designs with the help of architects; and a ceiling be fixed on expenditure on such houses. This model will be an expanding model, and the village level worker can build up his own house on this model and which will be very effective demostrational value.

2. The booklet on audio visual methods presented and briefly explained by Dr S. C Roy was enthusiastically approved by the members.

3. Trainees be encouraged to bring their own bicycles; and during the training programme they be paid cycle allowance. Training centre to maintain half the cost of bicycles as there are trainees–these be kept identified, be maintained properly by the trainees to whom they will be assigned.

4. This committee recognizes that the future of Extension programme depends on the calibre of the trainees and the trainers; it strongly recommends that the principle of superior pay for superior work be made a matter of policy. Specifically the training staff should be selected from among those persons meeting basic qualifications; but in addition having qualities of leadership, but this does not necessarily coincide with the academic qualifications or more of years of service. That the pay scales fixed be authorised to be followed uniformally to all the States; and that the Principals of the training centres be given the power of approval of all staff proposed and also they be empowered to recommend the removal of any incompetent; uncooperative members of the staff; and that his recommendation be given important consideration.

5. It is recommended that the training of Leaders of Young Farmers clubs, village artisans etc be taken up by the training centres whenever the time permits; and provision be made in the training centre budget for food and lodging and any necessary incidental expenses